

# THE AMERICAN School Board Journal

November



Nov. 1902.  
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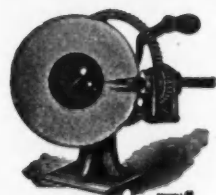
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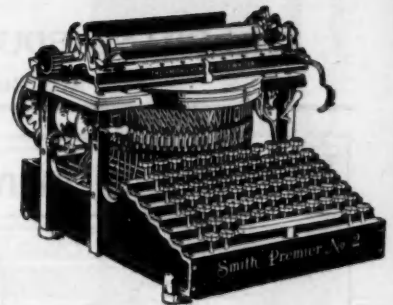
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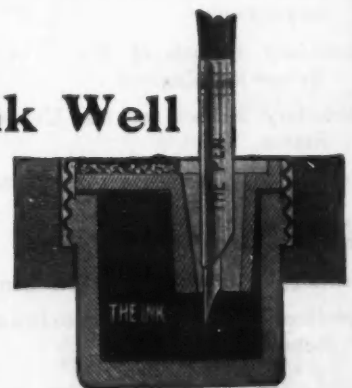
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Eclectic  
Palmer's Butler  
Mayhew's  
Gay's Ginn  
Shaw's Ele. Heath  
Sewy's Practical  
Montgomery's Mod. Merrill  
Powers' Single Entry Powers  
First Les.  
Complete Accountant  
Office Methods  
Comm. Industrial Sadler  
Inductive Set  
Hall's Art of Accounts Silver  
Mayhew's Series  
Lyte's Book Sower  
Meserve's Thompson  
American Accountant  
Werner University  
Werner  
Eaton's Series American  
Ward's Series  
Merrill's  
Twenty Lessons in Powers  
Powers  
Apgar's Analysis American  
Coulter Appleton  
Boyer's Tablets Central  
Bergen's Ginn  
Gray's  
Wood's  
Spalding's Heath  
Bailey's Macmillan  
Bailey's Lessons  
Nature Calendar Morse  
Bigelow's Plant Analysis  
Waddy's Western  
Cooley's Text Book American  
Storer & Lindsay's  
Kaiser's Lab  
Stoddard's Analysis  
Irish's Analysis

**BUSINESS FORMS.**  
Eaton's Series American  
Ward's Series  
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Apgar's Analysis American  
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**BOTANY.**  
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Coulter Appleton  
Boyer's Tablets Central  
Bergen's Ginn  
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Cooley's Text Book American  
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**CIVIL GOVERNMENT.**  
Peterman's American  
Willoughby's Am. Cit.  
Moses Appleton  
Donnan's Our Gov't Bowen  
Macy's Ginn  
Davis' Flickinger's Heath  
John Fluke's Houghton  
Schwinn & Stevenson's Lippincott  
Blocher's Ark. Johnson  
Curry's Confed. States Maynard  
Young's Maynard  
Mowry's Elements Silver  
Mowry's Studies  
Finger's Lowry's University  
Hinsdale's Am. Gov. Werner

**COMMERCIAL LAW.**  
Spencer's Elements Bowen  
**COMMERCIAL HISTORY.**  
Marchant's Com'l Hist. Pitman  
**COMPOSITION AND RHETORIC.**  
Buehler's American  
Haven's  
Hill's  
Swinton's School  
Butler's School  
Quackenbos' Pract.  
Waddy's  
New Franklin Series Butler  
Sheldon's Series  
Hill's Elements (D. J.)  
Hill's Science (D. J.)  
Peterson's First  
Steps in Flanagan

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Genung's Series Ginn  
Cairn's Intro. Heath  
William's Practical Heath  
Strauss's Ex. in Eng. Heath  
Pearson's Comp. Heath  
Spalding's Ele. Comp. Heath  
Lewis' Intro. Rhetoric. Heath  
Webster's English Comp. Heath  
and Literature. Houghton  
Longmans' Longmans  
Baldwin's Longmans  
Collard's Beginners. Maynard  
Le Row's Practical. Maynard  
Kellogg's Book on. Maynard  
Carpenter's H. Sch. First and Second H. Sch. Macmillan  
Carpenter's Advance. Macmillan  
Lewis' Writing Eng. Macmillan  
Lewis' Manuals (2). Macmillan  
Irish's Orthog. & Or-thoepy. Irish  
A Modern Sanborn  
Herrick & Damon Scott  
Welsh's Composition Silver  
Copeland & Rideout's Freshman English. Silver  
New Normal Werner  
Columbian

**COPY BOOKS.**  
(See Penmanship.)

**DICTIONARIES.**  
Webster's School American  
Harper's Latin American  
Lewis' Latin American  
Harper's Classical American  
Liddell & Scott's Greek Ginn  
Wocester Lippincott  
Blackley & Friedlander's German-Eng. Longmans  
Longmans' Pocket Longmans  
Contanseau's Fr.-Eng. Longmans  
Pocket, Fr.-Eng. Longmans  
Webster's International Merriam  
Collegiate Merriam  
Brown & Haldeman University  
Clarendon University

**DRAWING.**  
Eclectic Series American  
Tracy's American  
National Course Ginn  
Thompson's Aesthetic Ser. Heath  
Mechanical Ser. Heath  
Thompson's N. Short Course Heath  
Anthony's Mechanical Heath  
Machine Heath  
Avery's Heath  
Gearing Heath  
Daniels' Lettering Heath  
Bartholomew's Free Heath  
Natural Drawing Ser. 6 Heath  
Paragon Heath  
Krone's Industrial Heath  
Map Drawing Heath  
Sheets Heath  
Morris' Teaching of Longmans  
Geometrical Heath  
Wilson's Geometrical Heath  
Halle's Prac. Draw. Maynard  
Numbers Potter  
Elementary Course in Art Potter  
Instruction Frang  
Primary 1st Year (Manual) Frang  
Primary 2d Year (Manual) Frang  
Drawing Books (1-12) or (1-6) Frang  
Manuals for Books (6) Frang  
Course for Graded Frang  
Paper Folding and Cutting, Ball Frang  
Schools Frang  
Drawing Books (1-6) Frang  
Manual (1) Frang  
Course for Ungraded Frang  
Schools Frang  
Drawing Book (1) Frang  
Manual (1) Frang  
A Course in Water Color Frang  
Mechanical Drawing, Rpuillion Frang  
How to Enjoy Pictures, Emery Frang  
Egypt, Perry Frang  
Pencil Sketches, Bartholomew Frang  
Parts I-III Frang  
Supplements A-B Frang  
Landscape Drawing, Bartholomew Frang  
Sets 1-3 Frang  
Water Colors Frang  
Pictures (Walls) Frang  
Normal Course Frang  
Pictures (Class Study) Frang  
Hand Frang  
Eclectic Industrial Frang

**ECONOMICS.**  
Hull's Practical Appleton  
Guntton Appleton  
Ely's Outlines Macmillan  
Andrews' Institutes Silver  
Bullock's Introduction Silver  
Kidd's American  
Murdock's American  
Southwick's American  
Bailey's Essen. of Butler  
Reading Butler

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Fulton's Ginn  
Holoak's Ginn  
Trimble's New Ginn  
Hyde's School Speaker Ginn  
Smith's Reading and Speaking Heath  
Burrell's Clear Speaking and good Reading Longmans

**ENGLISH LITERATURE.**  
Alden's Studies American  
Brook's English American  
Blaisdell's American  
Brooke's English American  
Halleck's English American  
Irish's Lit. Gem-Book American  
Treasured Thoughts American  
Matthew's American American  
McNeill & Lynch's American  
Watkin's American American  
Eclectic Classics American  
Relfe's Classics American  
Twentieth Century Series American  
Choice Readings Butler  
Sel. from Am. Auth. Butler  
Sheldon's Readers Butler  
Shaw's Series Butler  
New History of Eng. and Am. Lit. Butler  
The Great Writers Butler  
Tyler's Manual of Butler  
Shaw-Buckus Outl. Butler  
Athenaeum Press Series Ginn  
Gayley's American Ginn  
Hudson's Shakespeare Ginn  
Minto's American Ginn  
Lewis' Beginnings Ginn  
Heath's Classics Heath  
Melkjohn's His. of Heath  
Corson's Browning Heath  
Shakespeare Heath  
Arden Shakespeare Heath  
Hawthorne & Lemmon's Am. Lit. Heath  
Heart of Oak Books Heath  
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Longman's Eng. Classics Heath  
Richardson's Amer. Houghton  
Masterpieces Brit. Lit. Houghton  
Riverside Series Houghton  
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A Study of Eng. Prose Scribner  
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Pattee's American Literature Silver  
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New History of Eng. and Am. Lit. Butler  
The Great Writers Butler  
Tyler's Manual of Butler  
Shaw-Buckus Outl. Butler  
Athenaeum Press Series Ginn  
Gayley's American Ginn  
Hudson's Shakespeare Ginn  
Minto's American Ginn  
Lewis' Beginnings Ginn  
Heath's Classics Heath  
Melkjohn's His. of Heath  
Corson's Browning Heath  
Shakespeare Heath  
Arden Shakespeare Heath  
Hawthorne & Lemmon's Am. Lit. Heath  
Heart of Oak Books Heath  
Bronson's American Heath  
Longman's Eng. Classics Heath  
Richardson's Amer. Houghton  
Masterpieces Brit. Lit. Houghton  
Riverside Series Houghton  
Masterpieces Am. Lit. Houghton  
Modern Classics Houghton  
American Poems Houghton  
Longman's Eng. Lit. Houghton  
Arnold's Manual of Houghton  
College Requirements Houghton  
Irish's Am. & British Houghton  
Authors Houghton  
Riverside School Library Houghton  
Brooke's American Macmillan  
Bates' Am. Lit. Macmillan  
Carpenter's Am. Prose Macmillan  
George's Chaucer to Arnold Macmillan  
Brooke-Carpenter Macmillan  
Lights to McNally Macmillan  
Maynard's Series Maynard  
Kellogg on Maynard  
Chittenden's Ele. Scott  
Lloyd's Little Folks Scott  
Lake's Eng. Classics Scott  
Bass' Shakespeare Scribner  
Chaucer Scribner  
Labban's Essays Scribner  
A Study of Eng. Prose Scribner  
Silver Series of Classics Scribner  
Pattee's American Literature Silver  
Pattee's Reading Silver  
Courses Silver  
Pattee's Foundations Silver  
Westlake's Series Sower  
Golden Rod Books University  
Standard Lit. Series University  
Johnston & Brown's University  
Lakeside Literature Series Western  
Western

La France Maynard  
Anecdotes Nouvelles Pitman  
Colloquial Convers. Pitman  
Pitman's  
Ils. First Reader and De Borde's Ele. Scott  
Douay's Reader Silver  
Duffet's Method Sower

**GEOGRAPHY.**  
Natural Elementary American  
Advance  
Harper's (2)  
Swinton's (2)  
Eclectic (2)  
Appleton's Appleton  
Butler's Series Butler  
Barnes' (2)  
Warren's  
Mitchell's  
Morton's Ele.  
Morton's Advanced  
Fry's Ginn  
Hennings, Va. Johnson  
Longman's Longmans  
Chisholm's  
Tarr & McMurray's (3) Macmillan  
Carroll's Series Morse  
Pitman's Commercial Pitman  
Instructive Geography Potter  
Redway's G. of N. Y.  
Maury's University  
Werner  
Tarbell's  
(Physical)  
Hinman's American  
Monteth's  
Guyot's  
Redway's Elementary  
Davis' Scribner  
Dodge's Reader Ginn  
Longman's  
Tarr's Macmillan  
(Commercial)  
Adams' Appleton  
Butler's Butler  
Warner's  
Dana's  
McFarland's Sadler

**MATHEMATICAL.**  
Facts in Mathematical Geog. Laing  
Supplements to above  
**GEOLOGY.**  
Le Contes American  
Davis' Appleton  
Brigham Appleton  
Shaler's First B. in. Heath  
Tarr's Elements Macmillan  
Scott's Introduction Macmillan  
Geographical Portfol. Scribner  
Hand Book-Prac. Scribner  
Gove's  
Hillpin's Earth Silver  
**GEOMETRY AND TRIG.**  
Crockett's Trig. American  
Campbell's Geom. American  
Hornbrook's Geom. American  
Milne's Geom. American  
Phillip & Fisher's Geom. American  
Phillips & Strong's Trig. American  
White's Geom. American  
White's Trig. American  
Slaught's Plane Geom. Appleton  
Solid Geom. Appleton  
Comp. Sch. Geom. Appleton  
Olney's Series Butler  
Hull's Ele. Geom. Butler  
Wentworth Series Ginn  
Beman & Smith Ginn  
Bailey & Woods  
Wheeler's Trig. American  
Duffee's Plane Trig. American  
Nichols' Trig. American  
Wells' Series Heath  
Bower's Series  
Hunt's Gram. School  
Geometry  
Waldo



# School Board Journal

## GERMAN—Continued.

Collar's Lessons.....Ginn	Anderson's U. S.....Maynard
Bernhardt's Course....."	" England....."
Stein's Exercises....."	" France....."
Joynes-Meissner's Gram....."	Leighton's Rome....."
Harris' Ger. Lessons.....Heath	Dutton's Series.....Morse
Heath's Series....."	Chancellor's Am....."
" Dictionary....."	Smith's Manual U. S.....Potter
Gaerber's Maerchen....."	Andrew's U. S.....Scribner
Illa. First Reader and....."	Adams'....."
Teusler's Outlines Litera-....."	Burgess'....."
ture.....Johnson	Gordy's U. S....."
David's Easy Stories....."	Johnston's U. S....."
".....Longmans	Oxford Man. of Eng....."
Longman's Grammar....."	Thatcher & Schwill's....."
" Composition....."	Mowry's First Steps.....Silver
Grammar....."	Andrew's Institutes....."
Althaus' Grammar....."	Stone's England.....Thompson
Beresford-Webb's Gram....."	Hansell's School.....University
Macmillan's Series.....Macmillan	" Higher....."
Maynard's Texts.....Maynard	Jones' U. S....."
Neue Anekdoten....."	Evans' Georgia....."
Deutschland und die....."	Brown's Alabama....."
Deutschen.....Maynard	L. & M. Mississippi....."
Beginner's....."	Ellis'.....Werner
Loesberg's Reader.....Morse	Burton's Our Country....."
Gems of Literature....."	Thomas' Words of Lin-....."
Bernhardt's....."	coln.....Western
Eclectic....."	"....."
Worman's....."	"....."
Colloquial Convers.....Pitman	"....."
Pitman's Practical....."	"....."
Mueller's Series.....Silver	"....."
Silver Modern Language....."	"....."
Series....."	"....."
Knobloch's Ger. Simp....."	"....."
".....University	"....."
Hamilton's Primer.....Western	"....."
Martin's Series.....Werner	"....."

## GRAMMAR.

(See Language and Grammar.)

## GREEK.

Forman's.....American	Forman's.....American
Gleason & Atherton's....."	Gleason & Atherton's....."
Harper & Castle's....."	Harper & Castle's....."
Twentieth Century Series....."	Twentieth Century Series....."
Pearson's....."	Pearson's....."
Goodwin's Grammar.....Ginn	Goodwin's Grammar.....Ginn
White's First....."	White's First....."
White's Beginners....."	White's Beginners....."
Seymour's Illad....."	Seymour's Illad....."
Perrin & Seymour's....."	Perrin & Seymour's....."
Odyssey....."	Odyssey....."
Collar & Daniels' Beginn-....."	Collar & Daniels' Beginn-....."
ers Companion....."	ers Companion....."
School Classic Series....."	School Classic Series....."
College Series—Authors....."	College Series—Authors....."
Bryant's Illad.....Houghton	Bryant's Illad.....Houghton
Bryant's Odyssey....."	Bryant's Odyssey....."
Palmer's Odyssey....."	Palmer's Odyssey....."
Ritchie's.....Longmans	Ritchie's.....Longmans
Arnold's Prose Comp....."	Arnold's Prose Comp....."
Jones' Prose Comp.....Scott	Jones' Prose Comp.....Scott

## HISTORIES.

Eggleston's.....American	Eggleston's.....American
McMaster's U. S....."	McMaster's U. S....."
Barnes' (2)....."	Barnes' (2)....."
Eclectic (2)....."	Eclectic (2)....."
Swinton's....."	Swinton's....."
Munro's Mid. Ages.....Appleton	Munro's Mid. Ages.....Appleton
Whitcomb's Europe....."	Whitcomb's Europe....."
Huling's English....."	Huling's English....."
McLaughlin's Amer....."	McLaughlin's Amer....."
Scudder's U. S.....Butler	Scudder's U. S.....Butler
New Era Series.....Eaton	New Era Series.....Eaton
Myer's Series.....Ginn	Myer's Series.....Ginn
Emmeton's M. Ages....."	Emmeton's M. Ages....."
Montgomery's U. S....."	Montgomery's U. S....."
" English....."	" English....."
" French....."	" French....."
Thomas' U. S.....Heath	Thomas' U. S.....Heath
Shelton's U. S....."	Shelton's U. S....."
" General....."	" General....."
" Grk. and Rom....."	" Grk. and Rom....."
Homan's Elem. U. S....."	Homan's Elem. U. S....."
Thomas' Elementary....."	Thomas' Elementary....."
John Fiske's U. S.....Houghton	John Fiske's U. S.....Houghton
Larned's English....."	Larned's English....."
Riverside Blog. Series....."	Riverside Blog. Series....."
Piaetz's Epitome of....."	Piaetz's Epitome of....."
Lee's U. S.....Johnson	Lee's U. S.....Johnson
Rhinn's Ark....."	Rhinn's Ark....."
Riley's Miss....."	Riley's Miss....."
Maury's Va....."	Maury's Va....."
N. O. Stories....."	N. O. Stories....."
Texas Stories....."	Texas Stories....."
Tennessee Stories....."	Tennessee Stories....."
Morris Series (3).....Lippincott	Morris Series (3).....Lippincott
Oman's Greece.....Longmans	Oman's Greece.....Longmans
How & Leigh's Rome....."	How & Leigh's Rome....."
Higginson's U. S....."	Higginson's U. S....."
Gardner's Stud. Eng....."	Gardner's Stud. Eng....."
Ransom's England....."	Ransom's England....."
Robinson's Rome....."	Robinson's Rome....."
Higginson & Channing's....."	Higginson & Channing's....."
England....."	England....."
Channing's U. S.....Macmillan	Channing's U. S.....Macmillan
Shuckburg's Rome....."	Shuckburg's Rome....."
Botsford's Greece....."	Botsford's Greece....."
Robinson's Greece....."	Robinson's Greece....."
Adams' European....."	Adams' European....."
Channing's Student....."	Channing's Student....."
" Gram. School....."	" Gram. School....."
Coman & Kendall's Eng....."	Coman & Kendall's Eng....."

Anderson's U. S.....Maynard	Anderson's U. S.....Maynard
" England....."	" England....."
" France....."	" France....."
Leighton's Rome....."	Leighton's Rome....."
Dutton's Series.....Morse	Dutton's Series.....Morse
Chancellor's Am....."	Chancellor's Am....."
Smith's Manual U. S.....Potter	Smith's Manual U. S.....Potter
Andrew's U. S.....Scribner	Andrew's U. S.....Scribner
Adams'....."	Adams'....."
Burgess'....."	Burgess'....."
Gordy's U. S....."	Gordy's U. S....."
Johnston's U. S....."	Johnston's U. S....."
Oxford Man. of Eng....."	Oxford Man. of Eng....."
Thatcher & Schwill's....."	Thatcher & Schwill's....."
Mowry's First Steps.....Silver	Mowry's First Steps.....Silver
Andrew's Institutes....."	Andrew's Institutes....."
Stone's England.....Thompson	Stone's England.....Thompson
Hansell's School.....University	Hansell's School.....University
" Higher....."	" Higher....."
Jones' U. S....."	Jones' U. S....."
Evans' Georgia....."	Evans' Georgia....."
Brown's Alabama....."	Brown's Alabama....."
L. & M. Mississippi....."	L. & M. Mississippi....."
Ellis'.....Werner	Ellis'.....Werner
Burton's Our Country....."	Burton's Our Country....."
Thomas' Words of Lin-....."	Thomas' Words of Lin-....."
coln.....Western	coln.....Western

## LANGUAGE AND GRAMMAR.

Harvey's.....American	Harvey's.....American
Long's....."	Long's....."
Maxwell Series....."	Maxwell Series....."
Lyle's....."	Lyle's....."
Metcalf & Bright's.....American	Metcalf & Bright's.....American
Metcalf's....."	Metcalf's....."
Powell & Connolly's....."	Powell & Connolly's....."
Irish's Orthog. & Or-....."	Irish's Orthog. & Or-....."
thoecy....."	thoecy....."
Irish's Gram. & Anal....."	Irish's Gram. & Anal....."
by Diagram....."	by Diagram....."
Sheldon's Prim. Lan-....."	Sheldon's Prim. Lan-....."
guage Lessons.....Butler	guage Lessons.....Butler
Patterson's Ele. of....."	Patterson's Ele. of....."
of Gram. & Comp....."	of Gram. & Comp....."
Sheldon's Advanced....."	Sheldon's Advanced....."
Powell's How to Talk....."	Powell's How to Talk....."
" How to Write....."	" How to Write....."
" How to See....."	" How to See....."
Practical Studies in....."	Practical Studies in....."
Flanagan....."	Flanagan....."
Whitney & Lockwood.....Ginn	Whitney & Lockwood.....Ginn
Tarbell's Lessons....."	Tarbell's Lessons....."
Knox-Heath's Ele....."	Knox-Heath's Ele....."
Lockwood's Lessons....."	Lockwood's Lessons....."
Arnold & Kittredge....."	Arnold & Kittredge....."
Hyde's English Lessons.....Heath	Hyde's English Lessons.....Heath
" Eng. Gram....."	" Eng. Gram....."
Meklejohn's Eng. Gr....."	Meklejohn's Eng. Gr....."
Allen's School Gram....."	Allen's School Gram....."
Pendleton's Analysis.....Johnson	Pendleton's Analysis.....Johnson
Patrick's Lang. Less....."	Patrick's Lang. Less....."
Patrick's Gram. Less....."	Patrick's Gram. Less....."
Longman's.....Longmans	Longman's.....Longmans
Carpenter's Gram.....Macmillan	Carpenter's Gram.....Macmillan
Davenport & Emer-....."	Davenport & Emer-....."
son's Grammar....."	son's Grammar....."
Intro. Lang. Work.....Maynard	Intro. Lang. Work.....Maynard
Reed & Kellogg's....."	Reed & Kellogg's....."
Reed's Introductory....."	Reed's Introductory....."
Kellogg & Reed's Word....."	Kellogg & Reed's Word....."
Building....."	Building....."
Essentials of English....."	Essentials of English....."
Gram.....Potter	Gram.....Potter
Supplementary Lessons....."	Supplementary Lessons....."
in English....."	in English....."
Atwood's Language....."	Atwood's Language....."
Tablets....."	Tablets....."
Analysis and Parsing....."	Analysis and Parsing....."
Spalding & Moore's....."	Spalding & Moore's....."
Language Speller....."	Language Speller....."
Richardson....."	Richardson....."
Bartlett's Series....."	Bartlett's Series....."
Bartlett's Series.....Silver	Bartlett's Series.....Silver
Milne's Grammar....."	Milne's Grammar....."
Welsh's.....Sower	Welsh's.....Sower
Dunton & Kelley's.....Thompson	Dunton & Kelley's.....Thompson
DeGarmo Lang. Ser.....Werner	DeGarmo Lang. Ser.....Werner
Brown & DeGarmo's....."	Brown & DeGarmo's....."
Gram....."	Gram....."
McHenry's.....Western	McHenry's.....Western
Woodward Series.....Woodward	Woodward Series.....Woodward

## LATIN.

Harkness' Series.....American	Harkness' Series.....American
Coy's Latin Lessons....."	Coy's Latin Lessons....."
Dodge & Tuttle's Comp....."	Dodge & Tuttle's Comp....."
Hamer's Easy Steps....."	Hamer's Easy Steps....."
Lane's Grammar....."	Lane's Grammar....."
Mooney's Grammar....."	Mooney's Grammar....."
Smiley & Storke's Beg....."	Smiley & Storke's Beg....."
Harper & Gallup's Cle-....."	Harper & Gallup's Cle-....."
ero....."	ero....."
Harper & Miller's Vir-....."	Harper & Miller's Vir-....."
gil....."	gil....."
Harper & Tolman's....."	Harper & Tolman's....."
Caesar....."	Caesar....."
Twentieth Century Se-....."	Twentieth Century Se-....."
ries.....Appleton	ries.....Appleton
McCabe Series.....Butler	McCabe Series.....Butler
Bingham Series....."	Bingham Series....."
Cranch's Aeneid Trans....."	Cranch's Aeneid Trans....."
Allen & Greenough.....Ginn	Allen & Greenough.....Ginn
Collar's Series....."	Collar's Series....."
Moulton's Composition....."	Moulton's Composition....."
College Series of....."	College Series of....."
Greenough, D'Oge &....."	Greenough, D'Oge &....."
Daniels' Second....."	Daniels' Second....."
Year.....Houghton	Year.....Houghton

Ritchie's First Steps.....Longmans	Ritchie's First Steps.....Longmans
" Latin Prose Comp....."	" Latin Prose Comp....."
" Easy Continuous....."	" Easy Continuous....."
" Latin Prose....."	" Latin Prose....."
Morris' Ele. Latins....."	Morris' Ele. Latins....."
Illa. First Reader and....."	Illa. First Reader and....."
Grammar....."	Grammar....."
St. Clair's Caesar.....Sanborn	St. Clair's Caesar.....Sanborn
Students' Series....."	Students' Series....."
Classics (58 books)....."	Classics (58 books)....."
Intercollegiate Series.....Scott	Intercollegiate Series.....Scott
Bellum Helveticum....."	Bellum Helveticum....."
Jones' Lessons....."	Jones' Lessons....."
" Prose....."	" Prose....."
Riggs' in Latinum....."	Riggs' in Latinum....."
Gildersleeve-Lodge....."	Gildersleeve-Lodge....."
Series.....University	Series.....University

## LITERATURE.

(See English Literature.)

## LOGIC.

Davis'.....American	Davis'.....American
Schuyler's Prin. of....."	Schuyler's Prin. of....."
Ballantine's Inductive.....Ginn	Ballantine's Inductive.....Ginn
Ladleur's Ill. of....."	Ladleur's Ill. of....."
Mills' System.....Longmans	Mills' System.....Longmans
Creighton's.....Macmillan	Creighton's.....Macmillan
Jevon's....."	Jevon's....."

## MANUAL TRAINING.

Compton's.....American	Compton's.....American
Ham's....."	Ham's....."
Hoffman's....."	Hoffman's....."
Kirkwood's Sewing.....Ginn	Kirkwood's Sewing.....Ginn
Goss' Bench Work....."	Goss' Bench Work....."
Happold's Needle Work....."	Happold's Needle Work....."
Banner's Sewing.....Longmans	Banner's Sewing.....Longmans
Hewitt's, 2 vols....."	Hewitt's, 2 vols....."
Unwin's Clay Modelling....."	Unwin's Clay Modelling....."
Hiawatha Primer.....Houghton	Hiawatha Primer.....Houghton
Riverside Lit. Series....."	Riverside Lit. Series....."
Longmans' "Ship" Lit....."	Longmans' "Ship" Lit....."
Longmans' Supplement....."	Longmans' Supplement....."
Fairy....."	Fairy....."
Longmans' Infant Fairy....."	Longmans' Infant Fairy....."
"Ship" Historical....."	"Ship" Historical....."
Chatty....."	Chatty....."
Blaisdell's.....Macmillan	Blaisdell's.....Macmillan
Graded Literature.....Maynard	Graded Literature.....Maynard
Deane's Phonetic.....Morse	Deane's Phonetic.....Morse
New Century Series....."	New Century Series....."
New Script Primer.....Potter	New Script Primer.....Potter
Vertical Script Primer....."	Vertical Script Primer....."
New Phonetic Primer....."	New Phonetic Primer....."
Stories of Starland....."	Stories of Starland....."
Salomon's Sloyd.....Silver	Salomon's Sloyd.....Silver
Brumbaugh's.....Sower	Brumbaugh's.....Sower
Davis'.....University	Davis'.....University
Holmes'....."	Holmes'....."
Lippincott's....."	Lippincott's....."
Woodward Series.....Woodward	Woodward Series.....Woodward

## MENTAL SCIENCE.

Bain's Mental.....American	Bain's Mental.....American
Hewitt's Psychology....."	Hewitt's Psychology....."
Schuyler's Psychology....."	Schuyler's Psychology....."
Bowne's....."	Bowne's....."
Dewey's Psychology....."	Dewey's Psychology....."
Hallock's Psychology....."	Hallock's Psychology....."
Hewitt's Psychology....."	Hewitt's Psychology....."
Putnam's Psychology....."	Putnam's Psychology....."
Buell's Essence of.....Ginn	Buell's Essence of.....Ginn
Sanford's Psych.....Heath	Sanford's Psych.....Heath
Compayre's Psych....."	Compayre's Psych....."
"Phart's Psychology....."	"Phart's Psychology....."
Dexter's & Garlick's....."	Dexter's & Garlick's....."
Psychology.....Longmans	Psychology.....Longmans
Fitchener's Psych.....Macmillan	Fitchener's Psych.....Macmillan
Baker's Ele Psych.....Maynard	Baker's Ele Psych.....Maynard
Robertson's Ele of.....Scribner	Robertson's Ele of.....Scribner
Minto's Logic....."	Minto's Logic....."
Murhead's Eth. Ele of....."	Murhead's Eth. Ele of....."
Hyslop's Ele of Eth....."	Hyslop's Ele of Eth....."
Davis' Ethics.....Silver	Davis' Ethics.....Silver
Davis' Elements of Psy-....."	Davis' Elements of Psy-....."
chology....."	chology....."

## MUSIC.

Natural Series.....American	Natural Series.....American
Model Series....."	Model Series....."
Gantvoort's Series....."	Gantvoort's Series....."
Mantel's Songs....."	Mantel's Songs....."
Siefert's Choice Songs.....Butler	Siefert's Choice Songs.....Butler
Educational Series.....Ginn	Educational Series.....Ginn
Mason's Course....."	Mason's Course....."
National Course....."	National Course....."
Whiting's Series.....Heath	Whiting's Series.....Heath
Hart's Class. Reader....."	Hart's Class. Reader....."
Emerson's Hymnal....."	Emerson's Hymnal....."
Riverside Song Book.....Houghton	Riverside Song Book.....Houghton
Russell's Vocal Culture....."	Russell's Vocal Culture....."
Bertenshaw's Meth.....Longmans	Bertenshaw's Meth.....Longmans
Brewer & Reddall's.....Maynard	Brewer & Reddall's.....Maynard
American System.....Richardson	American System.....Richardson
Stevenson Song Book.....Scribner	Stevenson Song Book.....Scribner
Field-DeKoven S. Book....."	Field-DeKoven S. Book....."
Modern Series.....Silver	Modern Series.....Silver
Cecilian Series....."	Cecilian Series....."
Silver Song Series....."	Silver Song Series....."
Green's.....Werner	Green's.....Werner

## NATURAL SCIENCE.

Treat's Home Studies....."	Treat's Home Studies....."
".....American	".....American
Treat's Home Studies....."	Treat's Home Studies....."

Cooper's Animal Life....."	Cooper's Animal Life....."
Herrick's Plant Life.....American	Herrick's Plant Life.....American
Bailey's Physics.....Heath	Bailey's Physics.....Heath
Guides for Teaching....."	Guides for Teaching....."
Rick's Natural His....."	Rick's Natural His....."
Rice's Teaching....."	Rice's Teaching....."
Spear's Leaves and....."	Spear's Leaves and....."
Flowers....."	Flowers....."
Scott's Nature Study....."	Scott's Nature Study....."
Miller's Birds.....Houghton	Miller's Birds.....Houghton
Burrough's Squirrels....."	Burrough's Squirrels....."
Eckstorm's Woodpeck-....."	Eckstorm's Woodpeck-....."
ers....."	ers....."
Story of the Ages.....Johnson	Story of the Ages.....Johnson
Some Birds and Their....."	Some Birds and Their....."
Ways....."	Ways....."
Stories of Bird Life....."	Stories of Bird Life....."
Lessons in Plant Life....."	Lessons in Plant Life....."
Beddard's Zoology.....Longmans	Beddard's Zoology.....Longmans
Nature's Byways.....Morse	Nature's Byways.....Morse
Engell's Outlines in Na-....."	Engell's Outlines in Na-....."
ture Normal Course.....Silver	ture Normal Course.....Silver
Norcross's Springtime....."	Norcross's Springtime....."
Flowers....."	Flowers....."
Griffin's Philosophy.....Sower	Griffin's Philosophy.....Sower

## ORATORY.

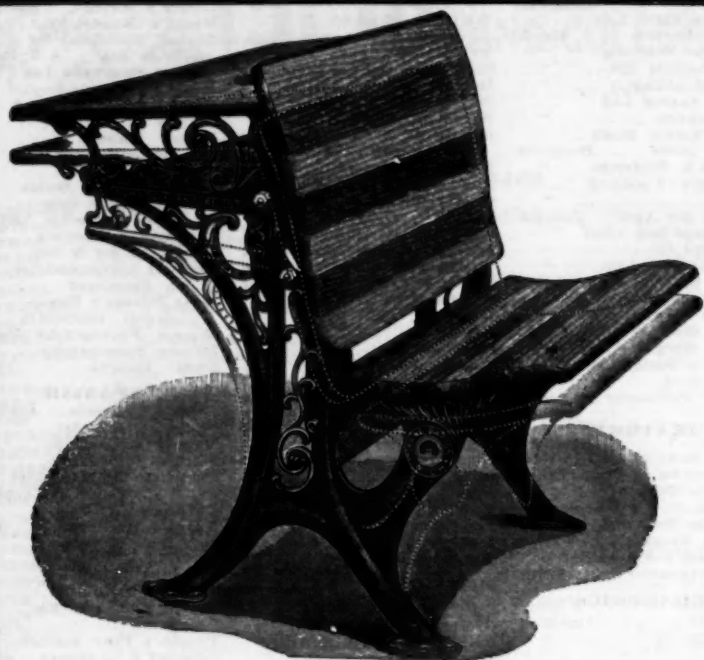
Smith's Reading and....."	Smith's Reading and....."
Speaking.....Heath	Speaking.....Heath
Webster's Bunker....."	Webster's Bunker....."
Hill.....Longmans	Hill.....Longmans
Briefs for Debate....."	Briefs for Debate....."
Follett's Speaker....."	Follett's Speaker....."
Espenshade's Forensic....."	Espenshade's Forensic....."
Declamation.....Silver	Declamation.....Silver

## PEDAGOGICS.

Hewitt's.....American	Hewitt's.....American
White Ele of....."	White Ele of....."
Roark's....."	Roark's....."
Hallmann's....."	Hallmann's....."
"Sch Management....."	"Sch Management....."
Compayre's His of.....Heath	Compayre's His of.....Heath
Heath's Pedagog Lib....."	Heath's Pedagog Lib....."
Hall's How to Teach....."	Hall's How to Teach....."
History....."	History....."
Barnett's Teaching and....."	Barnett's Teaching and....."
Organization.....Longmans	Organization.....Longmans
Garlick's Manual of....."	Garlick's Manual of....."
Methods....."	Methods....."
Beale's Work & Play....."	Beale's Work & Play....."
Salmon's Art of Teach....."	Salmon's Art of Teach....."
Barnett Com Ser in....."	Barnett Com Ser in....."
Am. Teacher Series....."	Am. Teacher Series....."
London's Class Manage-....."	London's Class Manage-....."
ment.....Macmillan	ment.....Macmillan
Herbert's.....Scribner	Herbert's.....Scribner
Butler's....."	Butler's....."
Arnold's Waymarks.....Silver	Arnold's Waymarks.....Silver
Smith's Systematic....."	Smith's Systematic....."
Methodology....."	Methodology....."
Morgan's Studies....."	Morgan's Studies....."
Putnam's Manual....."	Putnam's Manual....."

## PENMANSHIP.

Barnes' Vertical.....American	Barnes' Vertical.....American
Spencerian Series....."	Spencerian Series....."
Bowne's....."	Bowne's....."
Curtis' Semi-Vertical....."	Curtis' Semi-Vertical....."
American Vertical....."	American Vertical....."
Sheldon's Vertical.....Butler	Sheldon's Vertical.....Butler
Butler's Copy Books....."	Butler's Copy Books....."
Roudebush Writing.....Central	Roudebush Writing.....Central
Shaylor's Vertical.....Ginn	Shaylor's Vertical.....Ginn
Ginn's Slant....."	Ginn's Slant....."
Nat. Sys. of Vertical.....Heath	Nat. Sys. of Vertical.....Heath
Newland & Rowe's Ver....."	Newland & Rowe's Ver....."
Smithdeal's Slant.....Johnson	Smithdeal's Slant.....Johnson
Johnson's Vertical....."	Johnson's Vertical....."
Williams & Telford Bus....."	Williams & Telford Bus....."
System....."	System....."
Paragon.....Krone	Paragon.....Krone



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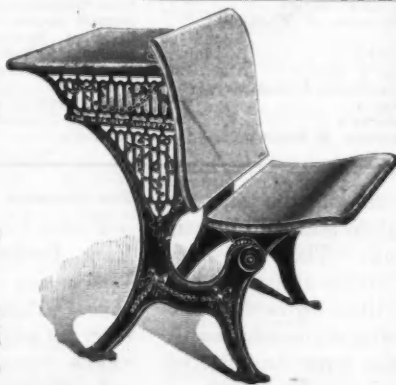
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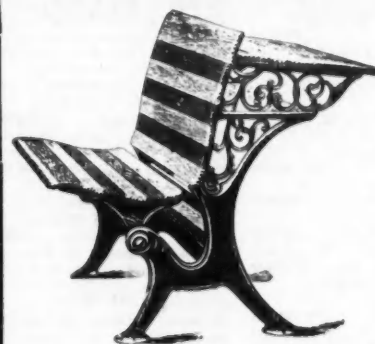
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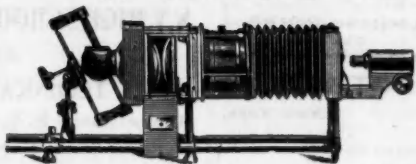
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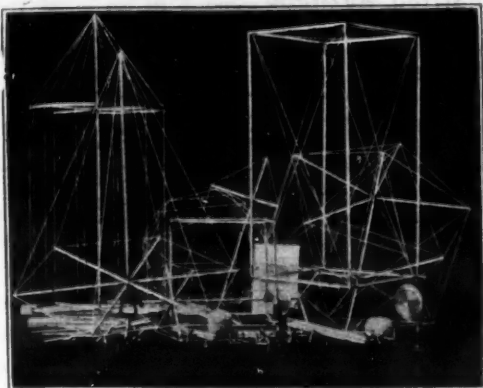
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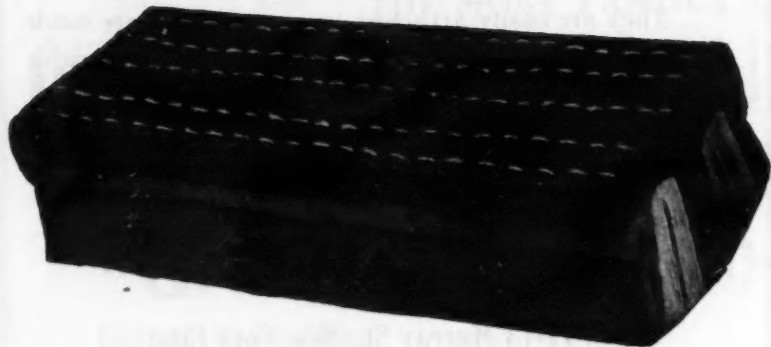
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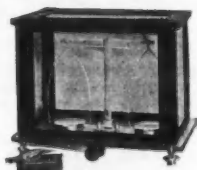
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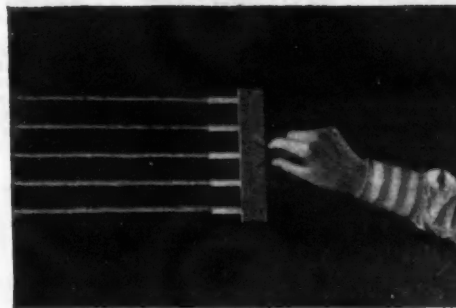
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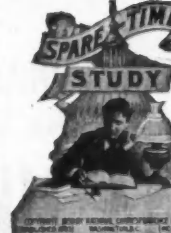
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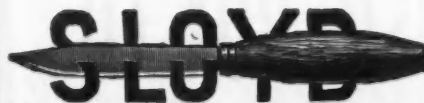
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A was elected district clerk at the last annual meeting by a majority of 3 votes. After the meeting was closed B—A's competitor—in the presence of the chairman of the meeting and some others, stated that he would perform the duties of the office for a less sum than had been voted to compensate the clerk elected. The clerk elect then said that if he would do so, he might have the office and handed him the books, records, etc., pertaining thereto. Later he desired to again secure possession of the office with the books and records. B refused to give them up. Q.—Can he be compelled to do so? Who is the lawful clerk of this district? A.—Mr. A is the lawful clerk. He had no authority whatever to transfer the office to Mr. B. Mr. B had no claim whatever to the office and must if demand is made upon him by Mr. A deliver up the books and records.

A district treasurer paid a teacher for two-months' services; said teacher did not hold a certificate at the time the services were rendered. Q.—Was the act of the treasurer legal or illegal? A.—Clearly illegal. The treasurer should pay him no money except on an order properly drawn for a lawful purpose by the district clerk, countersigned by the director. Section 502 of the Wisconsin Statutes places a penalty upon every district clerk who shall lawfully draw an illegal order payable from the district treasury, and every director who shall countersign such order of not less than \$20 nor more than \$100.

Our district is quite large and has a large school population, many of whom in order to reach the present school site travel a distance of over two miles. There is population enough and territory enough to easily maintain two schools. Q.—Is there anything in the statutes preventing a district from having two separate school-houses located in different parts of the district, but under the management of one board? A.—There is not; a school district may erect as many school-houses as are needed in order to accommodate the school population, and the electors have also the power to designate where said buildings shall be located. The only prohibition upon the size of the district is the one found in Section 412, which provides that a school district shall not contain more than thirty-six square miles.

Our school is graded. A considerable number of persons of school age living in adjoining districts, but as convenient to the school-house in our district as they are to the school-house in their district, desire to be admitted to our school. The electors at the last annual meeting instructed the board to admit pupils from outside districts and charge them a tuition fee of twenty-five cents per week. Q.—Was this action of the electors legal? A.—Yes, the electors have power to authorize the district board to admit to the privileges of the school persons over 20 years of age and persons not residing in the district whenever such admission will not interfere with the accommodation or instruction of the scholars residing therein, and also to fix a fee for tuition per term, quarter or year to be charged to the persons so admitted. If the electors did not take any action whatever in this matter, the power to admit or refuse to admit non-resident pupils rests with a majority of the school board. The action of the board, however, admitting non-resident pupils must be taken at a regularly called board meeting.

A log school-house standing on a site leased forty years ago with the understanding that the site was to be under the absolute control of the school district as long as it was used for school purposes, was sold by the board under the direction of the electors at the last annual meeting and arrangements made to erect a new building. The owner of the adjoining land claims that the district has forfeited its right to the school site because of such action and that the land should revert to him. The school board, being uncertain in regard to the matter, have stopped work on the building. Q.—Have they a right to go on? Have they also a right to remove the school fence, the outhouses, some shrubs, a wood house and the well pump? A.—Yes; the fact that the old building was sold and a new one is to be erected in no wise affects the right of the district to use the school site under the old lease. They have to all intents and purposes continued the use of the site for school purposes. They have also the right to remove any temporary improvements, such as a fence, shrubs, outhouses, woodshed, pump, etc., that may be on the site, and it is not necessary that they be returned. If, however, the owner of the adjoining land desires that a fence be erected between said land and the school site, the school district is under obligations to build and maintain its half of the fence between the properties. The owner cannot compel the district to build a fence on that part of the premises of the school site abutting on a highway.

## Rules and Regulations.

Dallas, Tex. No pupil can obtain an excuse from school during the regular daily session to take music, dancing, drawing or other lessons, or to attend any public entertainment or matinee, or to leave school to attend to other duties, without the express permission of the principal. Such requests must be made by parents of the child in person or by letter to the principal.

Quincy, Ill. The principals have been given complete charge of their respective school buildings. The janitors have been told to respect their orders.

Salt Lake City, Utah. An edict has gone forth that hereafter no married woman will be employed as teacher, and those who get married will be requested to resign. President Newman says: "A married woman's first duty is to her home and husband, and she cannot devote the time and interest to the schools under those conditions."

Wichita, Kan. Janitors are required to hold themselves in readiness to assist the principal in preserving order in the buildings or on the grounds.

Wichita, Kan. Except commencement exercises no school entertainments are permitted to be given during the last two months of the year.

Providence, R. I. The teachers hold their positions during the pleasure of the board. The rules provide, however, that teachers who shall have served for three successive years shall not be subject to removal, except for such misconduct or incapacity as the board may deem a disqualification. To remove a teacher, charges must be made in writing to the committee on qualifications, a duplicate of which is furnished the teacher against whom the charges are made. The teacher receives a hearing before the committee on qualifications, and upon the conclusion of this hearing the committee reports its findings to the board, which makes the final disposition of the case.

Canton, O. Director Hays' suggestion to have a thorough medical supervision of children in the schools, especially regularly examination of their eyes and ears, met with the approval of the board, and a system is to be instituted.

New York City. The medical examiners



HON. WM. B. MERRITT.  
State School Commissioner-Elect, Georgia.

have received orders to look out for all cases of contagious disease, whether developing or recent, all acute catarrhal conditions of the eyes, nose and throat, all contagious eye diseases, all parasite diseases of the skin and throat and "pediculosis of head, body or clothing." The last constitutes a polite way of telling the examiners to send home children with vermin about them until such time as they can return unattended by unnecessary animal life, free from phthiriasis. That the inspection is perfectly impartial is attested by the fact that three children of a judge have been sent home "suffering" with pediculosis. The pediculus is no respecter of persons, and the school medical examiner shouldn't be either.

Marshfield, Mass. The board has established the precedent that none but married young men can hold the office of principal of the high school. Contention was made that a candidate should be accepted if he is already engaged to be married.

Newport News, Va. Last year the pupils had to make a general average of 75 per cent. and to make not less than 60 per cent. on any one study, and the high school pupils had to make not less than 80 per cent. on any one study in order to graduate. New regulations provide that an average of not less than 70 per cent. and a percentage of not less than 50 on any one study shall be sufficient for promotion in both the graded and the high schools.

New York City. Early in September the head of the Department of Public Health ordered about two thousand children to go home and stay there until they could return to school in a healthy, cleanly condition.

Iowa. The state superintendent has notified county superintendents to deny certificates to boys and girls under eighteen years of age.



Always a Signal for Trouble.

First Teacher—What started the awful row in the school committee?

Second Teacher—I don't know. But I should surmise that one of them had gotten up and suggested a scheme for harmony.



# Among Boards of Education

Chicago. The board has inaugurated opportunities for self-improvement of mind and body for the public school teachers. Educational centers for the instruction of teachers themselves have been opened in connection with the evening schools, while in schools that are equipped with gymnasium apparatus evening classes have been formed for their benefit.

Toronto, Can. The board encourages the teachers and janitors to keep the school grounds in as attractive a condition as possible by supplying the schools with flowers and shrubs.

"It is a fact that children of this generation have in the United States the best free school system ever devised in the world," says a citizen of Ohio. "Our schools are the best equipped, best governed and are altogether the most progressive to be found in any country, in many particulars, but it must be admitted that fine buildings, ample revenues and the prodigal generosity of the state is not a sure guaranty of useful and thorough education."

New York City. A plan is being formulated by which special aid is to be given to backward scholars. The idea is to separate the defective, abnormal or backward children from the others and to form a separate class of them. This class is to be placed in charge of an experienced teacher, whose duty is to improve the scholars in their work so that they will be able to progress in time as fast as the other members of the regular class. The medical inspection of the school children, which is conducted by the Department of Health, will be the basis of separating the scholars.

Philadelphia, Pa. The women teachers are planning a campaign the object of which is to capture some of the principalships of mixed schools. Their argument is, "We women do better work than the men, because we possess the qualities that make good teachers—sympathy, patience and tact."

When Mayor Low, of New York city, discovered that the school buildings, valued at over \$56,000,000, were used only six hours a day for 180 days in the year, he decided that there ought to be some way to make the large investment more far-reaching in its benefits. He counted that in each twelve months the buildings were occupied only 1,080 hours, while they were closed 7,680 hours; this startling fact spurred him to action. The Board of Education has been persuaded to throw open the school buildings to various uses for the people at large. In addition to the evening schools and lecture courses social organizations of various kinds are

utilizing the buildings. Gymnasiums, bath-rooms and playgrounds have been fitted up. In some of the districts the buildings are in use all day Sunday for lectures and sacred concerts. Movements are on foot to organize parents' leagues, mothers' clubs and literary societies.

Chicago, Ill. Trustee Ole A. Thorp favors a small board, and the placing of the detail of the management of the schools in the hands of well-paid, honest and capable heads of departments. "Only a few of the members can afford to give their duties sufficient attention to act intelligently," says Mr. Thorp. "We go into a meeting and vote aye or no on matters about which we can know but little. The head of a department recommends something. We trust him and vote for the expenditure. Some of the members of the board know about things, but the majority of us don't know ourselves and we accept their decisions."

San Francisco, Cal. Charges against a teacher have been filed with the board. They are to the effect that the teacher does not pay her just debts, and that she is notoriously untruthful, and is, therefore, unfit to teach the pupils under her charge the principles of morality, truth and justice and to avoid falsehood.

St. Paul, Minn. A request of the Grade Teachers' Federation that two delegates be given three days' leaves of absence, with pay, to attend the annual convention of the Minnesota Federation of Women's Clubs, was refused by the board, although permission was granted them to attend without pay. Commissioner Christian Fry, in opposing the request, said: "Women's clubs are not educational institutions. Little, if any, useful knowledge is to be gained by attendance at their meetings. They are largely exhibitions of finery and beautiful garments and have no educational attributes or qualities which would warrant this board in granting a leave of absence to teachers in order that they might attend the state meeting or convention of the federation."

## TO TEST EYES AND EARS.

In addition to the work of training the minds of the young the school teachers of Illinois will this year attempt to improve the vision and hearing of the pupils in the public schools. A series of questions has been prepared which will reveal the deficiencies of the eyes and ears of the pupils. The work will be under the supervision of the members of the State Board of Health and at their request.

The members of the board recently made an examination of the pupils in the Chicago schools and were alarmed at the number who were suffering from imperfect eyes or ears. They found that 32 per cent. of the 37 per cent. of the girls had defective vision and that the number was steadily growing.

A committee was appointed to find a remedy. They selected ten questions to be asked by the teacher and the answers will determine if the child's power of hearing and seeing is good. The following are the questions:

- Does the pupil habitually suffer from inflamed lids or eyes?
- Does the pupil fail to read a line of test type?
- Do the eyes and head habitually grow weary and painful after study?
- Is the pupil probably "cross-eyed"?
- Does the pupil complain of earache?



JOHN B. HILLIKER, M. D.  
President Board of Education,  
Grand Rapids, Mich.

Does matter or a foul odor proceed from either ear?

Does the pupil fail to hear an ordinary voice at twenty feet in an ordinary room?

Does the pupil fail to hear the tick of a good-sized watch at three feet with either ear in a quiet room?

Does the pupil fail to breathe properly through either nostril?

Is the pupil a habitual "mouth breather"?

The members of the board of health believe that the teacher will be able to judge whether or not the child is suffering from any ailment of the eye or ear. When they are certain that the child is suffering it becomes their duty to notify the child's parents, and recommend the services of a physician. This plan is now in use in the government schools of South India and is a law in Connecticut.

## SCHOOL SANITATION AND DECORATION.

The Department of Public Instruction of Illinois has prepared a special diploma, the purpose of which is to promote the movement already in progress to improve and take care of the public school-houses, furniture, equipment and grounds.

It is proposed to issue this diploma to such boards of education whose school rooms are healthful, comfortable, and, at least, measurably beautiful.

The diploma is to be issued upon a certified inspection by the County Superintendent. It is renewable, from year to year, by him.

The following is the form of the  
CERTIFICATE OF INSPECTION.

State of Illinois.  
County of.....190.....  
Office of the County Superintendent of Schools.

I hereby certify that I have inspected the School House, School Grounds, Furniture, and Equipment of School District No....., in the County of..... State of Illinois, and find the condition of the same to be as follows:

1. The School House was built in the year..... It contains.....room.....has a hallway, and suitable cloak rooms. It is well lighted, heated, ventilated, and in good repair. The interior is clean. The walls are There are.....good and suitable pictures.

2. The FURNITURE and EQUIPMENT is sufficient, in good repair, and comfortable. The seats are adjusted to the sizes of the children. There is plenty of good blackboard, and that used by the smaller children is within their reach. There is a School Library, containing.....volumes, valued at about \$..... There is a suitable book case, and the books appear to be well taken care of.

3. The GROUNDS are well kept. There is a grass plot. There are.....shade trees, some well kept, shrubbery, and.....flower bed.....The grounds are clear of rubbish. There is plenty of room for play. The water supply is good and sufficient. The outbuildings are in good repair, properly located, painted, and otherwise suited for their purpose.

I am informed, and believe that the people of the District, the School Directors, and the Teacher are disposed to maintain and improve these conditions.

County Superintendent of Schools.



J. HARVEY INNIS, M. D. CHARLES HOLDEN,  
Members of the Grand Rapids, Mich. Board  
of Education.



# School Boards in Convention.

## The New York Meeting.

NOTE:—All addresses made will appear in subsequent numbers of this journal.

Meeting of Council of Superintendents of the State of New York, Massachusetts Superintendents' Association and New York State Association of School Boards.

OPENING SESSION, SENATE CHAMBER.

Wednesday, October 15, 8 p. m.

OFFICIAL MINUTES.

President J. C. Norris of the Council of Superintendents called the meeting to order and introduced Honorable Arthur L. Andrews, Corporation Counsel of Albany.

Mr. Andrews pointed out the appropriateness of holding an educational gathering in the city, the home of the Board of Regents and the State Department of Public Instruction, which control most of the schools of the state. "The city of Albany," said the speaker, "has 11,000 pupils and 21 well-appointed schools. While the schools have been our pride we have striven for a better school system and for better schools. We have secured a new system of school government which has been designated by authorities as one of the best. It provides for a clear division of the business and professional departments and removes the school system from politics. The board is bi-partisan and non-partisan." The speaker then outlined the powers of the board and those of the superintendent. The merit system prevails in the appointment and promotion of teachers. Teachers are removed only for cause and upon a hearing.

The speaker then extended a cordial welcome to the visitors.

President Norris responded by thanking the speaker for the welcome. He also greeted the members by stating that "New York is noted for its educational meetings. While most of these are somewhat informal in character, yet everyone in attendance is willing to add to the interest and profit of all. The Association of School Boards was referred to as being a valuable force in the educational labors of the state."

In the absence of Judge Turner, President of the School Board Association, Mr. C. W. Edwards, president of the Albany School Board, was chosen to preside conjointly with President Norris.

Mr. Edwards expressed his sympathy for the work of the two organizations and noted the value of superintendents and school boards in meeting jointly.

President Norris then welcomed the members of the three organizations, extending his greetings more particularly to the Massachusetts superintendents.

Vice President Carfrey of the Massachusetts Association responded by saying that he arose with mingled feelings of regret and pleasure. "Regret because of the absence of President Hine; pleasure in being permitted to be present. I also feel honored in representing the educational forces of Massachusetts. This meeting will reap much good for us. The joining of two great states, New York and Massachusetts, must prove beneficial. I hope in the near future you will come to Massachusetts, and I herewith extend an invitation to visit and meet with us."

President Norris then introduced State Superintendent Skinner "as our chief, our friend and advisor."

Superintendent Skinner spoke in substance as follows:

"You need no words of mine to assure you that you are welcome to Albany, the capital of the state, and the first incorporated city of the state, if not of the country."

"I remember the birth of the Council of Superintendents when it made an effort to fill respectably one side of a small room. It has grown to be a healthy and active body. What it has accomplished is well-known. The evolution of superintendence is well recognized in the state. Superintendents are now employed to supervise and to superintend teachers, and their functions are recognized as being of great importance. School boards now recognize supervision, not supervision that digs and nags—but supervision of the helpful kind."

"The organization of the School Board Association marks another phase of progress. It tends to a smoother and more effective accomplishment of desired results. Year by year school boards and superintendents come more closely together. Superintendents no longer manage school boards, nor do school boards manage superintendents."

"The Council of Superintendents is composed of representatives of 44 cities, having 16,969 teachers, and 28 villages having 889 teachers. The attendance in the villages is 33,741; in the cities 805,751, making a total attendance of \$49,492. Thus the council represents more than one-half of the working force in education in the state."

"We are glad to touch elbows with our neighbors of the East. We have been taught to look to the rising sun, to the state that gave us Horace Mann, the great educational agitator of the century past."

"The value of an exchange of views and ideas cannot be over-estimated. Both states will be benefited."

"There is one cloud on the horizon, however, a cry from Boston expressing the fear that this gathering in the Empire state is an attempt to absorb not only the superintendents of our neighboring state, but Massachusetts itself. It is not the first time that the cry of imperialism has come from Boston. In the Journal of Education of October 9th Editor Winship refers to this attempted absorption. If New York were in the absorbing business I know of no better field than the state of Massachusetts."

"We will absorb your sympathy and your friendship. It is nobler to give than to receive. In education the more we give the more we have. Interchange in ideas will result in mutual advantage. By giving to each other we will both be richer. If you have anything that is better than ours we want it. We are not here to quarrel over who had the first school. We are here to show you what we have."

State Secretary Frank A. Hill of Massachusetts was then introduced. He said:

"A certain iciness is sometimes charged to us. If the charge is true it has melted here in Albany. Let me bring you good tidings of Massachusetts. Signal honors have come to us as superintendents. Through a new law which has just gone into effect every town and every city in our Commonwealth must employ superintendents. We have over 200 rural towns. The district superintendent has difficult and complex problems to solve—if he can solve them successfully he can solve anything."

The speaker delivered his address of the evening, "The Seven Lamps of Education."

Superintendent Cole, of Albany, on behalf of



PROF. ANDREW W. EDSON.  
President Council of Superintendents, New York.

the local board of education, then invited the visiting superintendents to inspect the schools of the city.

President Norris announced that all railroad tickets must be deposited with Secretary Sagen-dorph before morning.

He also announced at the close of the meeting that those interested in the exhibit of visual instruction should visit the State Department of Public Instruction. He further announced that a reception would be given after to-morrow night's meeting at the State Library rooms.

Adjournment followed.

## School Board Convention.

Seventh annual meeting of the New York State Association of School Boards. Held at the Assembly parlors of the state capitol, Albany, October 15 and 16.

OFFICIAL PROCEEDINGS.

President Turner opened the meeting by introducing the first speaker, who read a paper on "The Work of the Training School."

Prof. Chas. T. Wheelock then announced that the members were invited to attend a reception to be given by local school authorities at the State Library rooms.

The chair announced that a reception would be tendered by the Governor at the executive chambers at 3 o'clock. It was then agreed to meet at 3:20 o'clock for the afternoon session.

Payments for membership were then received by the treasurer.

On motion of Mr. Pound, Wm. Geo. Bruce was elected secretary of the meeting.

In discussing the subject of training schools, Dr. Williams desired the state superintendent to point out the difference between the ordinary training school and the normal schools. The law now permitted a three-years' certificate at the training school, while a normal school certificate was for life.

Superintendent Skinner explained that the ordinary training schools were designed to train teachers for rural schools. Its exactions were less stringent than those of the normal schools. The requirements of the latter were greater and its graduates were usually employed in the cities. If the training schools would enlarge their course of instruction to two years, reaching more nearly that of the normal schools, similar recognition would be extended. The average professional life of teachers is about three years. The three-years' certificate granted by the training school is most practical, since it can be extended if proper service has been rendered.

Dr. H. E. Schmid then read a paper on "Some Needed Improvements in School Boards."

(Continued on subsequent pages.)



## School Board Convention.

THE INDIANA STATE CONVENTION OF SCHOOL BOARDS.

Its First Meeting to be Held in the Senate Chamber, State House, Indianapolis, Beginning at 10 o'clock a. m., Wednesday, November 19, 1902, and closing Thursday noon, November 20th, 1902.

### Headquarters—Hotel English.

On the 8th of November, 1901, a number of members of town and city School Boards attended the annual meeting of the State Association of City School Superintendents, then in session at the State House in Indianapolis. At the suggestion of Rev. Wilson Blackburn, treasurer of School Board of Mt. Vernon, a preliminary meeting of the School Board members present was called to discuss the advisability of forming a State Association. A. M. Sweeney, of the Indianapolis School Board, presided at this meeting. After a lengthy discussion of the situation, W. H. Anderson, secretary of the School Board of Wabash, moved that an association to be known as "The Indiana State Association of School Boards," be organized to meet annually, and its meetings be held simultaneously with the annual meetings of the Association of City and Town Superintendents of Schools. This motion was unanimously adopted.

The following officers for the ensuing year were then chosen:

President—A. M. Sweeney, Indianapolis.

Secretary, W. H. Anderson, Wabash.

Executive Committee—W. S. Ellis Anderson; Rev. Wilson Blackburn, Mt. Vernon.

Pursuant to a call by the President of the Association, there was a meeting of School Trustees at Indianapolis on August 28, 1902, for the purpose of preparing a program. The committee prepared the following:

### PROGRAM.

Wednesday, November 19, 1902, at 10 a. m.

Address—By A. M. Sweeney, President.

Address—by Hon. W. T. Durbin, Governor of Indiana.

Intermission of ten minutes.

"The Teacher and the School Board"—By Prof. W. F. Sanders, Connersville.

Discussion. Led by Hon. Quincy A. Myers, secretary of Logansport School Board.

Noon.

Wednesday, Nov. 19th, 1902, at 1:30 p. m. Joint session of School Boards and City and Town Superintendents. Chamber of House of Representatives.

"School Janitors"—by W. H. Anderson, Wabash.

Discussion—by Superintendents W. H. Wiley, Terre Haute; J. N. Study, Fort Wayne, and C. N. Kendall, Indianapolis.

"The Relation of the Superintendent to the School Board"—By persons selected from both organizations.

Wednesday evening, November 19th, 1902, at 7:30 p. m.

Special lecture by Dr. Frost in the House of Representatives. Both organizations will attend.

Thursday, November 20th, 1902, at 10 a. m.

"Some Needed School Legislation"—By Charles W. Moores, of the Indianapolis School Board.

Discussion—By Wm. George Bruce, editor American School Board Journal, and A. A. Adams, of Columbia City School Board.

"School Sanitation"—By Wilson Blackburn, of Mt. Vernon School Board.

Discussion—By Willis S. Ellis, Esq., of the Anderson City School Board.

Election of officers for 1902-1903.

Adjournment.

President Sweeney in his call for the convention says: "It was the sense of the Association that the expenses of School Board members should be paid out of the Special School Fund for attendance at the State Association. Do not fail to be present. Other states have had associations for many years. Let us place Indiana in the front. The success of her schools means the success, prosperity, intelligence and happiness of her people."

He also appeals to the town and city superintendents by saying to them: "We urge upon you

the necessity of requesting the members of your School Boards to attend this association. Will you please have them call a special meeting to arrange for this meeting?"

## Heating and Ventilating.

Improper heating is a great hindrance to easy control of a schoolroom. Pupils cannot work quietly or well when suffering from cold or depressed by heat. Too high a temperature causes dullness, lassitude, nervous irritation, and headache, too low a temperature, restlessness and inattention. Pupils are not equally clothed, some near the heat too warm, others farther away too cold. All things considered about the proper temperature of a schoolroom is 70 degrees at five feet from the floor. The teacher should never depend upon his own feelings, as he is more physically active than the pupils to afford pupils practice in making observation it has been found a good plan to let one pupil notice the temperature, perhaps every half hour, and record the same on the blackboard.

Ventilation is closely connected with heating. Pure air promotes both physical and moral strength. Impure air lowers the energy of the body and weakens the will. The effect resembles those of impure heating. Windows should not be lowered or raised in cool weather on the windward side. It is better usually to lower windows from the bottom, and it is better to lower several windows, each a little, than to open one window much. The lower sash may be raised, and a closely-fitting board placed under it. This will leave a narrow opening between the lower part of the upper sash and the upper part of the sash.

The improper lighting of the schoolroom is another hindrance to easy discipline. The windows should be at the left of the pupils. The facing of the windows in a school injures the sight, and produces disorder. Many schoolrooms have windows on two or three sides. The sides should be arranged, if practicable, so as to bring the windows to the left and back of the pupils, and the others shaded. No one should be allowed to face a bright light.

Webster City, Ia. In the Central Primary schools the new American Warming and Ventilating Latrine System of Sanitary Sewage has been installed. The success of the system is due to proper ventilation. A constant draught passes from the closets through ventilating pipes up a shaft and out at the roof of the building. The constant draught is kept up by a system of steam pipes in the ventilating shaft.

Niagara Falls, N. Y. The Fuller & Warren Company of Boston and the American Heating & Ventilating Company of Elmira submitted bids for installing the heating and ventilating system in the new schoolhouse about to be erected.

The Peck-Williamson Heating & Ventilating Company, Cincinnati, O., installed its system in several large school buildings during the past month.



HON. ANDREW M. SWEENEY,  
President, Indianapolis.



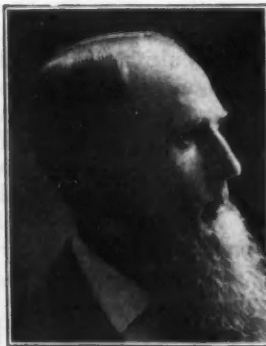
WILLIS S. ELLIS, ESQ.,  
Executive Committee, Anderson.



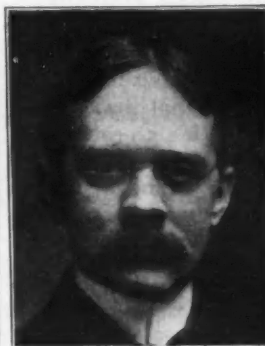
W. H. ANDERSON,  
Secretary, Wabash.



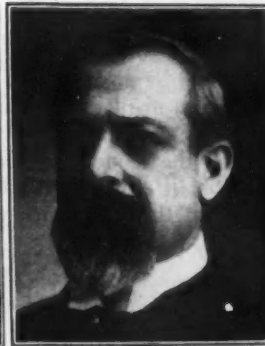
ANDREW A. ADAMS,  
School Board, Columbia City.



SUPT. WM. H. WILEY,  
Terre Haute.



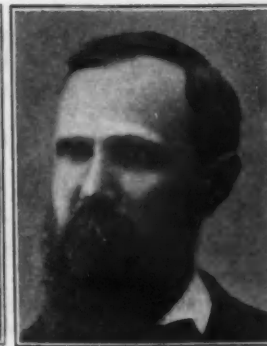
CHAS. W. MOORES,  
School Board, Indianapolis.



SUPT. J. N. STUDY,  
Fort Wayne.



REV. WILSON BLACKBURN,  
School Board, Mt. Vernon.



PROF. W. F. L. SANDERS,  
Connersville.

OFFICERS AND SPEAKERS, INDIANA STATE ASSOCIATION OF SCHOOL BOARDS MEETING,  
TO BE HELD NOVEMBER 19 AND 20, INDIANAPOLIS.



# Special Studies

Denison, Tex. Departments of writing, drawing and music have been established.

Bowling Green, O. Zoology has been dropped from the high school course of study and commercial geography put in its place.

## Drawing.

St. Joseph, Mo. A supervisor of drawing was appointed at \$125 a month.

Carrolltown, Mo. A special teacher of drawing has been employed.

## Kindergarten.

The Legislature of Illinois, by an act passed in 1865, authorized and empowered boards of education to establish in connection with the public schools a kindergarten or kindergartens for the instruction of children between the ages of four and six years when a majority of all the votes cast at an election held for that purpose acquiesced.

San Jose, Cal. Kindergartens have been suspended.

## Commercial.

San Francisco, Cal. The scope of the Commercial School is to be widened, making it as near a modern business college as possible. The course is two years, with special attention given to stenography and typewriting.

Lansing, Mich. Commercial geography is a new study added to the high school curriculum.

Wooster, O. A business course has been added to the high school electric studies.

Springfield, Ill. A special teacher of typewriting and shorthand is employed in the high school.

Waynesboro, Pa. A commercial course has been added to the high school curriculum.

## Languages.

Chicago, Ill. Superintendent Cooley has devised a plan by which he hopes to do away definitely with all future controversy over the teaching of German. German is not to be taught in a school unless seventy-five pupils shall present themselves and ask for it. In that case two teachers will be detailed to duty at the school, who shall devote half their time to teaching the language and half to other branches. In schools where there are not seventy-five pupils in German those who wish to acquire the tongue will be permitted to move into schools where it is taught.

Each teacher of German must have had the high school four years' course in German and must have studied the language at least one year in the normal school. By this means Mr. Cooley hopes to produce teachers whose work will be very effective. As an additional incentive each teacher of German is to have \$5 a month additional in salary. The plan if adopted means a saving of approximately \$100,000.

Davenport, Ia. The committee on special studies has recommended the employment of a superintendent of languages, whose duty it shall be to visit all the schools and instruct the German teachers to teach under a systematic and uniform method.

## Manual Training.

Salt Lake City, Utah. A course of one year in mechanical drawing and woodwork introduced for boys in the eighth grade, and a department of domestic arts established with a course of two years in plain sewing for girls in the seventh and eighth grades.

Beloit, Wis. Steps have been taken to teach manual training to the boys, and domestic science to the girls, in the upper grades.

Pittsburg, Pa. An innovation in the course

of study outlined for the year is the introduction of elementary manual training.

Peoria, Ill. A manual training school has been established.

Georgetown, Wash. A course in manual training has been established.

Milwaukee, Wis. At present there are three established cooking schools which are fully equipped. This year's school budget provides for an additional one.

Pittsburg, Pa. Raffia and basketry work from which baskets, picture frames and other articles are manufactured has been introduced in the lower grades; knife work in wood in the fifth and sixth grades, and macrone or twine work, from which fish nets, bags and hammocks are fashioned, are some of the new things that the hands of Pittsburg children are being trained to design. Loom work in its simplest forms, to teach color and design, is taught in the kindergartens. For the higher grades there are intricate looms and weaving. Then there are Indian looms which the pupils can make themselves from the twigs of the trees in regular Indian fashion.

New York City. Arrangements are being made looking to the extension of the special branches of sewing, cooking and shop work to the schools in all of the boroughs.

Cincinnati, O. Although the manual training course was abandoned by the board, because of a deficiency in the school funds, there are many teachers who are determined to introduce the course, and to that end have volunteered to instruct in its various branches after school and on Saturday.

La Salle, Ill. Manual training and domestic sciences are to be taught in the high school. The boys are to learn handling the saw, plane and square, besides mechanical drawing, and the girls cooking and sewing. Later laundry work, home nursing, house sanitation, etc., will be taken up.

Superintendent Cooley, of Chicago, praises manual training, because it helps to develop the practical side of the boy. He declares he would have manual training in every school from the kindergarten up.

## Physical Culture.

San Francisco, Cal. A competent supervisor of physical culture is to be employed. The position will pay a salary of \$250 per month.

Peru, Ill. Physical culture is a regular feature of school education in this city.

Dallas, Tex. Physical training has a prominent place in the schools and the belief that play is the very best physical training, says Superintendent J. L. Long, has led to the encouragement by the teachers of all sorts of innocent games and plays. The supervision of the playgrounds is very close, but always sympathetic. At all the schools the principals remain upon the playgrounds during the entire intermission, assisted by at least half the teaching force. The children are led to understand that the teachers remain with them because of a sincere interest in all that concerns them. This playground supervision enriches the teacher's fund of knowledge of the child with whose destiny she has so much to do.

## Music.

Norfolk, Va. Position of music teacher abolished.

A member of an Eastern school board in discussing the much-mooted question of teaching music in the public schools makes the following

pertinent suggestions: Could it not be said that every study taught in the public schools—save perhaps the three R's—is a specialty? Instruction is largely elementary in most of school studies, yet this elementary instruction in many branches is always useful in pursuing any vocation and enjoying and understanding the things of this world. This is an age of specialties. Men and women must confine themselves to certain direct lines of work—specialties—to accomplish great results. But a child cannot well, at four or five or six years, select for itself—neither can its parents—the avocation which it will pursue in adult life. Inclination toward or fitness for certain lines of work will not develop usually until later in life. Is it not wise and necessary then to teach the rudiments and give elementary instruction of many things during grammar school courses for all the scholars, that each may choose for itself some specialty later? In addition, one in the professions must know a little of everything and a great deal of one thing. For instance, a lawyer must know the law well, but to be successful in his profession he must know a great many other things also.

Carrolltown, Mo. A special teacher of music has been employed.

## Writing.

South Windsor, Conn. The vertical system of writing has been displaced by the medial system.

Windom, Minn. The annual school meeting adopted a resolution declaring that vertical writing in the schools has proven a failure, inasmuch as it is less rapid, less beautiful and takes more space for the same amount of matter. It was demanded that the Spencerian system, or some system of rational slant, be taught the children.

Akron, O. The medium slant system of writing has displaced the vertical system.

Canton, Ill. The board has placed a ban on the vertical system of writing and substituted one which is a happy medium between the vertical and Spencerian.

Madison, Wis. Superintendent Dudgeon in his annual report in regard to penmanship says: "The results with the vertical system of penmanship have been satisfactory, experience showing that the simple and plain vertical script is more easily taught and more readily learned than the more complex and elaborate style of the old slant system. With the vertical system the penmanship in the schools has greatly improved in appearance and in legibility. With the slant system good writing very seldom, if ever, was secured in the lower grades. When taught under fairly good conditions the vertical system very seldom fails to secure good writing even with the beginners in the primary grades."

## Agriculture.

A county superintendent of schools in Illinois lately organized and conducted an excursion for farmers and their families to the Agricultural College of the State. A party of nearly three hundred persons was gathered, nearly one-half of them boys. The visitors were enabled to see for themselves the fine specimens of stock, and how they are kept, the experiments in fertilization, cultivation, and the hundred and one other things which make the agricultural colleges so valuable to the country; and in the department of domestic economy the farmers' wives had opportunity to see the best methods of the work which most interests them.

Madison, Wis. Children are encouraged to bring plants and flowers to the school-room, and to become interested in their growth and unfolding beauty.

Omaha, Neb. Nearly all the public schools have fine gardens of flowers as the result of the efforts of the children, and many have vegetable gardens as well.



## For Busy Superintendents.

Louisville, Ky. Superintendent E. H. Mark, in discussing the subject, "The Culture Required by Modern Life," took the ground that the word "culture" does not of necessity mean polish or full equipment in the more ornate branches of education. Education of the best sort, he believes, always keeps the man or woman pure and simple.

Detroit, Mich. Superintendent Martindale has asked to be permitted to appoint the teachers. He is of the opinion that the board members, who are nearly all business men, are too busy to take the time to attend to the matter and make proper selections.

Baltimore, Md. Speaking of corporal punishment, Superintendent Van Sickle says it usually does more harm than good.

Sigourney, Ia. Superintendent J. F. Riggs will be a candidate for state superintendent of public instruction before the Republican state convention next year. Mr. Riggs is a school man with large and successful experience and would take to the position mature judgment and executive ability.

Erie, Pa. Superintendent H. C. Missimer recently addressed the school board on the present tendencies in the educational world. Basing his theory on personal observation at the Minneapolis convention of the National Educational Association, he stated that the tendency of all the leading men is to adhere to the old-fashioned subjects that our fathers studied. "The tone of the convention was conservative," Mr. Missimer said. "There was very little about nature study, child study and the other educational fads that have been popular for the past few years. Most of the papers were on subjects relative to the teaching of the common English branches.

Following up this thought, he stated that any system which attempts to put a superficial culture on a poor foundation is working an injury to the child and to the nation. He congratulated the board on the fact that the Erie schools had happily been free from the educational fads that had afflicted the country like a plague. The work done in the schools was along the line of sound training in the common branches.

Dallas, Tex. Superintendent J. L. Long, in his annual report to the board, says: "In all school-rooms there are works of art to inspire children with a love of the beautiful. The children early become familiar with stories of great lives and classic literature. The Froebel idea of social life is given to the smallest children, and ethical teaching is nowhere neglected. But the teachers and principals know that much of their teaching loses its effect without the co-operation of parents, hence they gladly welcome them at all times as their best helpers, truest sympathizers and rightful coadjutors."

Dr. W. T. Harris, United States commissioner of education, is said to firmly believe that success comes to those who are "early to bed and early to rise." For years it has been his custom to retire about the time chickens seek their roost and to be up at 3 o'clock. Most of his best work is done between that hour and the time when his clerks arrive at the bureau.

Superintendent Charles M. Jordan, Minneapolis, says: "The ideal school system will not tolerate 'pet' schools. If any discrimination were to be made it should be in favor of those schools whose pupils have the fewest home advantages."

Brooklyn, N. Y. A principal made the state-

ment that in his school, which is overcrowded, the pupils who are compelled to attend only a half day make quite as good progress as those who have a full day. This would demonstrate that long hours in school, especially in the case of young children, often do more harm than good.

Chicago, Ill. Superintendent E. G. Cooley makes the following recommendations to teachers:

"Turn everything to use.

"Teach nothing that is useless.

"Connect all that is taught with the ordinary everyday life of the pupil.

"Call for the reproduction and application of what you teach. (The ultimate test of exact knowledge is the power of applying it.)

"Turn what is known to use for yielding new knowledge."

Alfred Bayliss, state superintendent of Illinois, believes in more frequent vacations of shorter duration. In an interview he says:

"I have often thought that perhaps our school vacations are too long. I mean by that that the twelve weeks that ordinarily constitute the summer vacation should be divided into smaller portions of time and sandwiched in between the terms.

"Here is the trouble: I have found in my experience that the average boy or girl has grown tired of vacation after four or six weeks, and is ready to go back. He is thoroughly rested and ready to resume his studies. If he could go back at once he would take up his books at once where he had left them off and would go ahead with renewed energy. But after ten or twelve weeks interest is lost, and worst of all, reaction sets in and pupils go reluctantly to school.

"It is a common complaint that teachers must spend three or four weeks getting their schools started after these long vacations. The big schools, state universities and normals and colleges will soon be open the year around, and their work arranged that the students may drop out on the end of any term and return on the beginning of a later one, if conditions or circumstances warrant it or make it necessary."

Superintendent Maxwell, of New York City, says it is a fact that women make the best teachers, as they are usually the best disciplinarians in a class-room.

"I think that there are many parts of the Bible which could be safely taught as literature in the public schools," says Superintendent Edwin P. Seaver, of Boston.

"Some of the finest pieces of literature of all languages are passages from the Bible, translated into those languages. I think that they could be studied without injury to any sect. The trouble is that there would be foolish persons who could not be persuaded that it was being taught honestly and fairly, without any sectarian bias. There might be trouble, also, about what version to use. For these reasons I think that it would be better not to include the Bible in the list of literary works we study in the schools. Let us avoid all controversies possible."

Minneapolis, Minn. Superintendent Charles M. Jordan: "The time is past, in my judgment, when pupils should be required to pursue certain studies simply because the manufacturers of patent courses of study believe that they should do so. Public schools should heed more than they have in the past the wishes of parents concerning the studies which are to be pursued by the children."

Moline, Ill. The following is from the annual report of Superintendent W. J. M. Cox: "In reply to the oft-repeated criticism that the Bible has been banished from the public schools, it may be proper to state that so far as Moline is concerned there is no occasion and no excuse for the banishment of the Book of Books from any school-room. Neither the laws of Illinois



PROF. EDWIN F. MOULTON  
Superintendent of Schools  
Cleveland, O.

nor the rules of the board of education place any such restriction on the teachers, and no one who is well acquainted with this community imagines for a moment that there is any considerable public sentiment against the reading of proper selections from the Bible in connection with the morning exercises for which every program should provide. If the Bible is neglected, if trivial books or more trivial talks are allowed to monopolize the time which should be reverently devoted to passages inculcating the highest ideals of morality and spirituality, the fault is chargeable to the individual teacher or principal who has charge of the 'morning exercises,' and is not due to the rules, regulations or expressed wishes of the school authorities."

State Superintendent Alfred Bayliss, of Illinois, has decided to open a modern country school. The building is to be put up at Normal, Ill., where a normal school is located. The student will thus be given the benefit of observing just how a model school should be conducted. It is easy enough to tell teachers to make their school model, but the superintendent feels that a far better and more direct way will be to show them the workings of a model school and then let them do likewise.

Denver, Colo. Superintendent Aaron Gove, addressing a teachers' institute, said: "You may know, but you don't know why, the ideal school-room, most of the schools we build now, are 28 feet wide by 32 feet long, with the teacher's desk at the narrow end. It's because such a room exactly fits the range of one's eyes. You can see, actually, and when accustomed to it, practically unconsciously, every child in the room without moving your eyes, and without impressing your pupils with the fact. They'll feel it when you learn to do it properly, but they will not have the horrible knowledge that they are 'watched.'"

Manila, Philippine Islands.—Frederick Atkinson, superintendent of the Philippine schools, has resigned. The resignation takes effect January 1, 1903.



MAY L. SCOTT  
Blackfoot, Idaho  
Republican Candidate for State Superintendent of Public Instruction.



MRS. ANNA B. BRANDT  
Cripple Creek, Colorado  
Republican Candidate for State Superintendent of Public Instruction.



# THE AMERICAN School Board Journal

DEVOTED TO

School Boards, School Officials and Teachers.

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## GOVERNMENT DEPARTMENT OF EDUCATION.

The National Educational Association once more suggests that the Bureau of Education at Washington be elevated to a Department of Education to take equal rank with other departments of the national government.

This change would also mean the creation of an office, known as that of Minister of Education, with a seat in the United States cabinet.

The proposition is not a new one. It has been discussed quite thoroughly and the advantages and disadvantages have been brought out in detail.

The strongest objection to the proposition, which has thus far been advanced, is urged upon the fact that the educational institutions and school systems throughout the country are in no way officially connected with the national administration. The city, town and district school systems are managed under state laws. City school systems are usually conducted under special charters, while the rural schools are under the direction of state superintendents. The United States Commissioner of Education therefore has no authority over any schools or school officers.

The next objection, which has frequently been urged, is based upon the claim that in the suggested change the department of education would become a political one. Heretofore, the commissioners of education have been selected upon non-partisan lines. The President, in choosing members of his cabinet, is obliged to draw partisan lines, and in the selection of a Minister of Education this, it is held, would be a mistake. The office would change with the advent of every new administration, and the observance of party lines would not always permit the selection of the best man.

These objections are valid as far as they go. The present Bureau of Education forms, however, only a small fraction of an important department of government. In the multiplicity of department interests, the bureau of education, notwithstanding the fact that it is presided over by the nation's greatest schoolmaster, becomes an insignificant collection of record-keeping clerks.

The bureau is housed in an old building, wholly inadequate for even its present aims and purposes. Its importance is minimized, its needs cannot be heard in the highest councils and its usefulness is consequently contracted and curbed.

It is true that the Bureau of Education has no organic connection with city school systems. The same might be said of the Department of Agriculture, yet the services it renders to the agricultural interests of the land can scarcely be measured.

A well governed Department of Education can render great service to the cause of education in a nation whose strength and perpetuity must rest mainly upon the educational progress of its people. Official representation in the United States cabinet is important in that the needs of education will not be overlooked, when other matters of state clamor for attention.

Partisanship in the highest educational position of the land may prove an objectionable feature—yet party rivalry may also tend to party pride in bringing the department to its highest degree of efficiency. The mere fact that the insignificant bureau has been raised to a department of the United States government will lend it prestige and importance, and thus enable it to develop to the highest degree of usefulness.

## SCHOOL BUILDINGS.

The subject of the character and appearance of public school buildings is one in which every school board member should take a keen interest. The buildings are erected for educational purposes, and education should begin before the child gets into the building. The child will forget the greater part of what he has learned, while at school, and the benefit he gets from his school years consists more in the general effect upon his mind and character than in the particular knowledge—aside from the most essential rudiments—that he acquires. In that general effect, it cannot be doubted that the appearance, the good adaptation to its purposes, and the general attractiveness of the school building plays a very important part.

But it is not only from the point of view of the benefit to the pupils that this matter of fine school buildings is of great importance. Every building put up by a municipality should be such that it can be felt by the citizens to be an object of pride, and such as constantly, though silently, to exert a good influence on the architectural standards of the neighborhood and of the entire city. One of the most notable features of the enterprising towns of the West is their excellent and handsome school buildings, and few things do more to foster local pride and public spirit.

Every school building hereafter erected should be a building that will be expressive of an emulation of the best standards. The pursuance of such a policy by school boards will prove a general profit to their whole city, as well as of immediate benefit to the children and the neighborhoods directly concerned.

There is no economy so ill-advised as economy—or rather parsimony—in the matter of architectural design. The increase of expense in securing a beautiful and thoroughly well-contrived building as compared with an ugly and ill-designed one is altogether trifling in comparison with the results attained. A small

investment in brains, in the case of a building, fertilizes the whole of the big investment in material and in mechanical work. The desire, when manifested by school boards, to secure higher standards in this direction should have the hearty support of the community.

## CONSOLIDATION OF RURAL SCHOOLS.

The leading arguments in favor of the consolidation of rural schools are the following:

"First—It permits a better grading and classification of pupils. Consolidation allows pupils to be placed where they can work to better advantage; the various subjects of study to be wisely selected and correlated and the more time given to recitation.

"Second—It affords an opportunity for thorough work in special branches, such as drawing, music and elementary science study. It allows also an inducement in other lines.

"Third—It opens the doors to more weeks of school, and to schools of higher grade.

"Fourth—It insures the employment and retention of better teachers. Teachers in small ungraded schools are usually of limited education, training and experience.

"Fifth—It makes the work of the capable, earnest county superintendent more effectual. Her plans and efforts can all be concentrated into something tangible and speedily executed.

"Sixth—It adds the stimulating influence of large classes, with the resulting enthusiasm and a generous rivalry. The discipline and training are invaluable.

"Seventh—It affords the broader companionship that comes from association.

"Eighth—It results in a better attendance of pupils and a more wholesome educational atmosphere throughout the community, as is proved by experiments in the states where the plan has been thoroughly tried.

"Ninth—It leads to better school buildings, better equipments, a larger and better number of books, charts and apparatus. All these naturally follow a concentration of people, wealth, effort and aid in making good schools.

"Tenth—Improved sanitary conditions, better ventilation and better located buildings. Children less exposed to stormy weather, wet feet and damp clothing avoided.

"Eleventh—The poor man's children as well as the rich man's children are afforded means of reaching the high school. The 'little tots' as well as the big boys and girls are brought within the cherished influences of the high-priced teacher of the high school, and the whole community is drawn together.

"Twelfth—Economy in time and money. In every instance where schools are managed under the provision of this act there is a great saving of time and more work is accomplished. In many places the experiment has been tried with success.

## CARE OF TRUANTS.

The bad boy problem as it should be treated to accord with enlightened methods in education was recently discussed by Edwin P. Seaver, superintendent of schools, Boston, in a paper on "The Care of Truants and Incurables." He said in part:

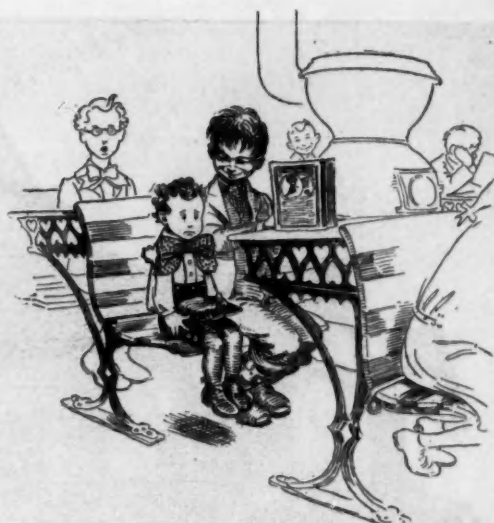




Members of the School Board are under arrest, charged with accepting bribes from teachers.



Dr. Emerson E. White, Columbus, Ohio, Died During the Past Month.



Little Johnnie's first day at school as observed by artist McCutcheon.

"Our American political doctrines are based on the principle that all citizens should be educated," said Mr. Seaver. "The founders of the government realized that this was necessary for a free people. They saw that all the people must be educated, because uneducated people endanger a democracy. Therefore universal popular education is provided for by the state.

"It is obvious that our schools should possess excellence in intellectual training, that they should be free to all, and that attendance should be compulsory. Public opinion in favor of universal attendance must be aided by positive law. Cities of excellent schools without compulsory attendance prove this by the large percentage of criminals who are recruited from children of school age. This is also shown by the example of rural districts where public opinion is lax.

"With the evasion of compulsory attendance we meet the truant. To deal with him we must know his nature. Though not a cherub or a candidate for sainthood, he is by no means a criminal. He does not realize the dangers to which his nature exposes him. We should recognize in him a craving to see more of life than his home and the school have revealed to him. He sees in the city streets much to appeal to his interest and his observation. The methods of the street rival the school in developing his powers of mental exertion. Hugo illustrates by his little Gervau that popular educa-

tion reaching the street gamin will change him from a predestined Anarchist to a useful citizen. What he needs is guardianship.

"The next step is to realize that self-respect is the key to reform. To put a truant in a jail, a house of correction or in any institution tainted with criminality lays a stigma on him that blasts his life. Boston once detained truants on Deer island, where they associated with criminals; but now Boston provides a home for truants in the parental school, even the name of which is chosen so as not to suggest punishment. Special officers known as "school attendance agents" try more to get parents to put their children in school than to hunt out offenders.

"Recourse to judicial action is unavoidable, but is made as unlike a criminal process as is possible. The judges often hold separate sessions and hear cases in chambers. The parental school should provide the committed boy with what he either never had before or that from which he has broken away. Let the site be in the open country amid healthful surroundings, with land for cultivation and apart from other public institutions. The cottage plan is better to represent the needed family life than the old plan of one large building. No detaining walls should challenge the boy to escape. If he runs away, his parents or friends will return him. The discipline, though firm, must not be hard or unsympathetic, and free alike from stern-

ness and weak sentimentality. Corporal punishment is not effective in reform.

"The term of confinement and release involves the powers of the court. In this state a boy cannot be committed for more than three years. The power of release, as the experience of Boston has taught, must be beyond the reach of politicians; otherwise scandalous pardons will be given for political reasons. The system of indeterminate sentences and releases on parole has resulted in curing seven-eighths of Boston's truant cases."

The education of the children of any community cannot fail to appeal to the best element of the city as nothing else will.

No American city can afford to bear the stigma of inadequate school accommodations. It is the duty of its school board to see to it that they are provided as speedily as the mechanical details can be executed.

Next to the teacher as a factor in the school, stands the school board. Whether the school shall be a success or failure is largely in their hands. None but the best men should be elected to these important positions. And the best man is not always the greatest talker or the most anxious to hold the position—by a good deal. But he is generally a man of intelligence, and feels that the best teacher is cheap at a fair salary, while the poor teacher is dear at any price.



The cartoonist's conception of the fall opening of the colleges.



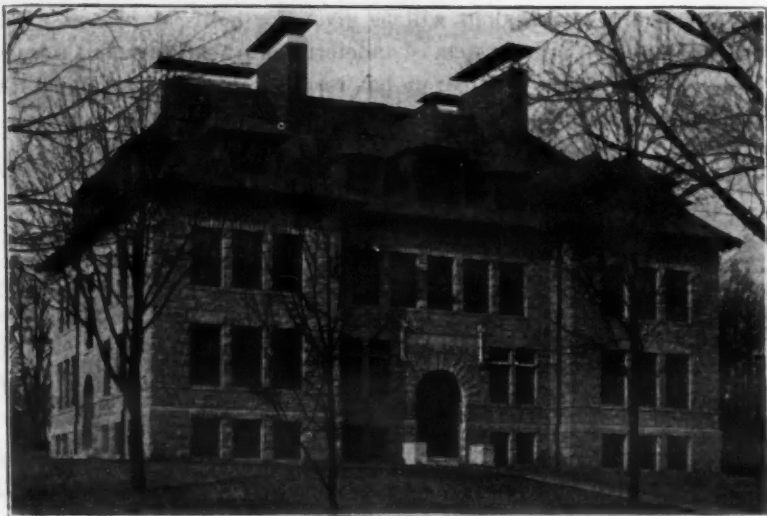
The Truant. One of the Problems in Education as seen by Editor Hearst.



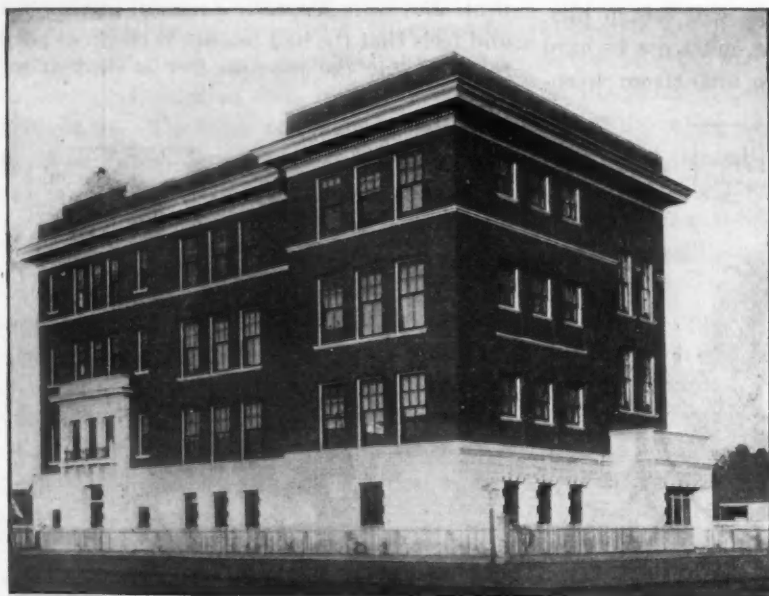
Dr. Edmund J. James, newly elected President Northwestern University.



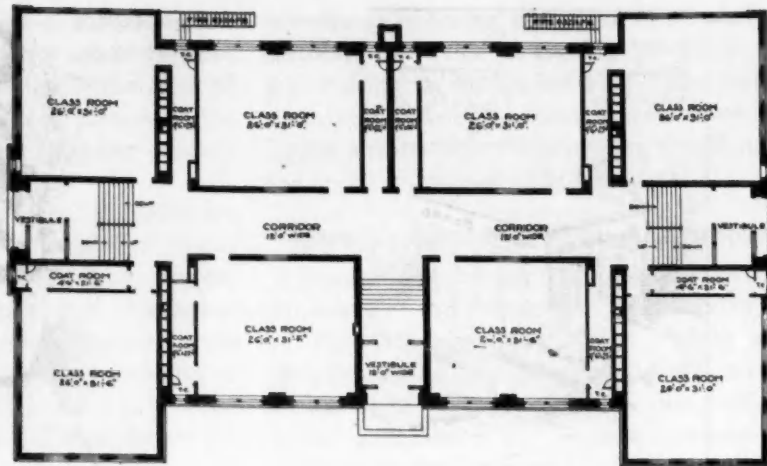
NEW HIGH SCHOOL, RICE LAKE, WIS.  
Courtesy, Rice Lake Chronotype.



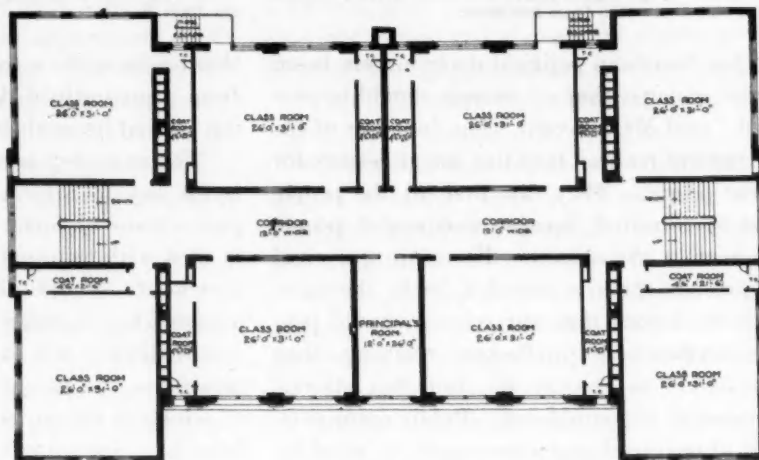
NEW HIGH SCHOOL, MILFORD, MASS.  
ROBT. ALLEN COOK, ARCHITECT, MILFORD, MASS.



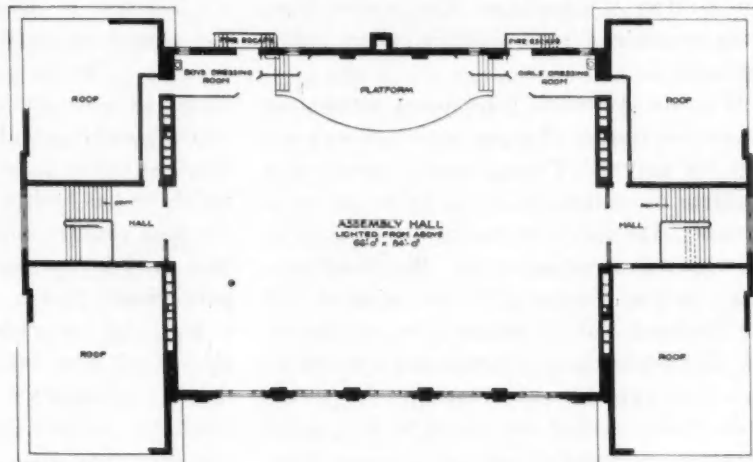
FERNWOOD SCHOOL, CHICAGO, ILL.  
WM. B. MUNDIE, ARCHITECT.  
Fitted with Cabot's Deafening Quilt.



FIRST FLOOR PLAN.



SECOND FLOOR PLAN.



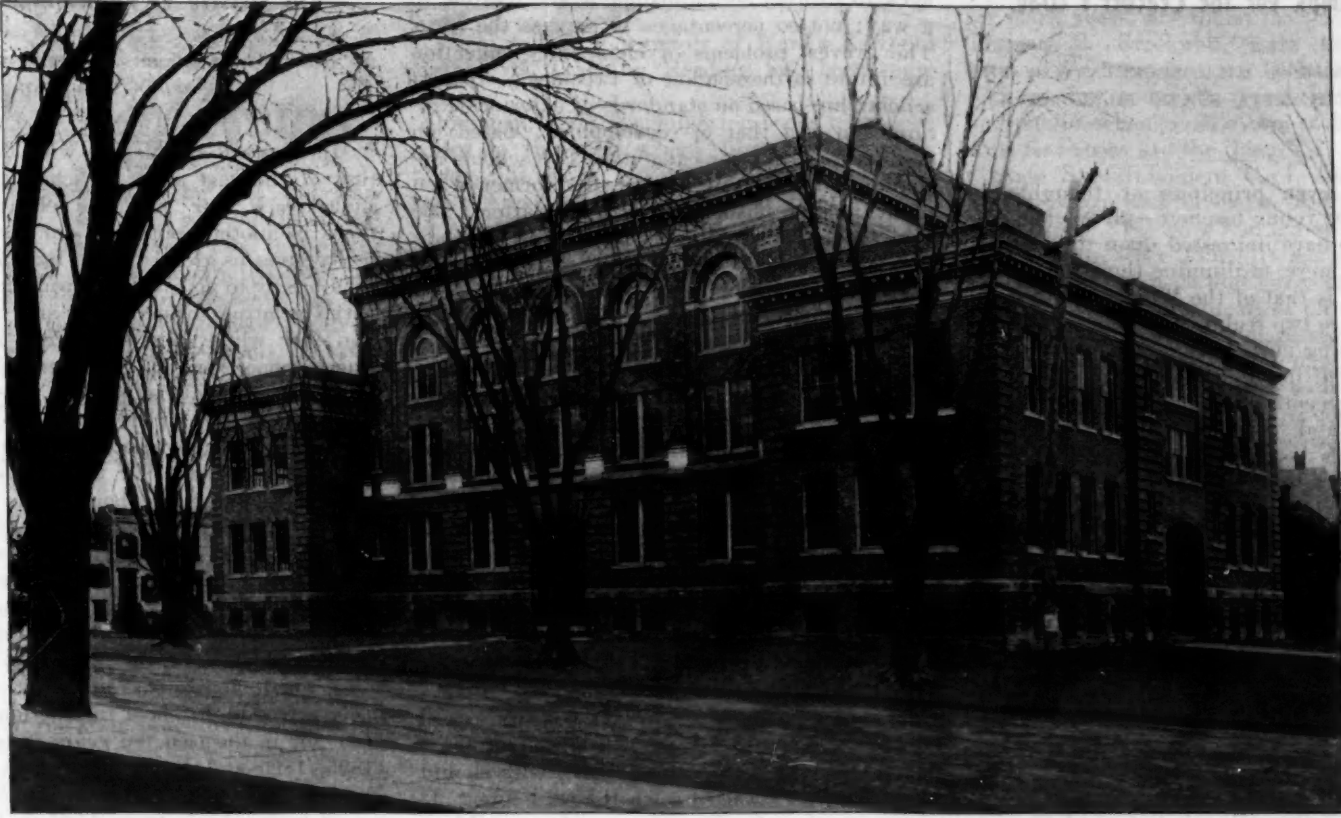
THIRD FLOOR PLAN.



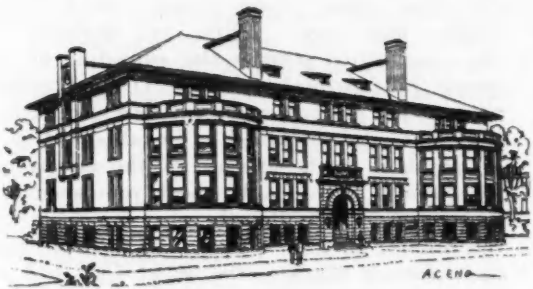
BASEMENT FLOOR PLAN.

Floor Plans of the New School No. 12, Albany, N. Y.

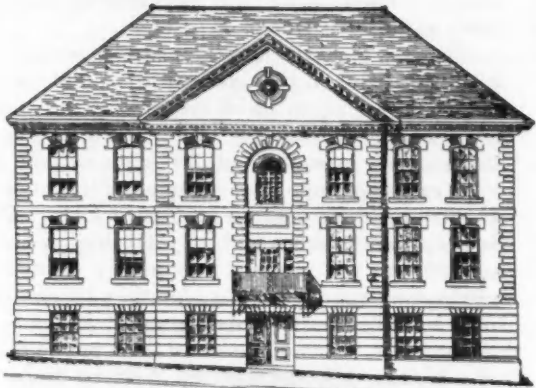




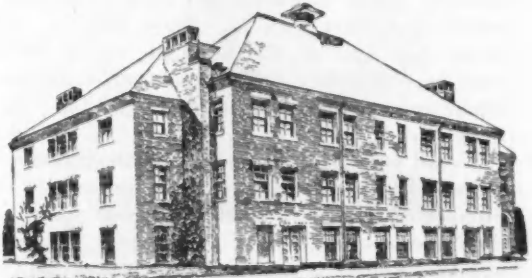
NEW PUBLIC SCHOOL NO. 12, ALBANY, N. Y.  
Floor Plans on Opposite Page.



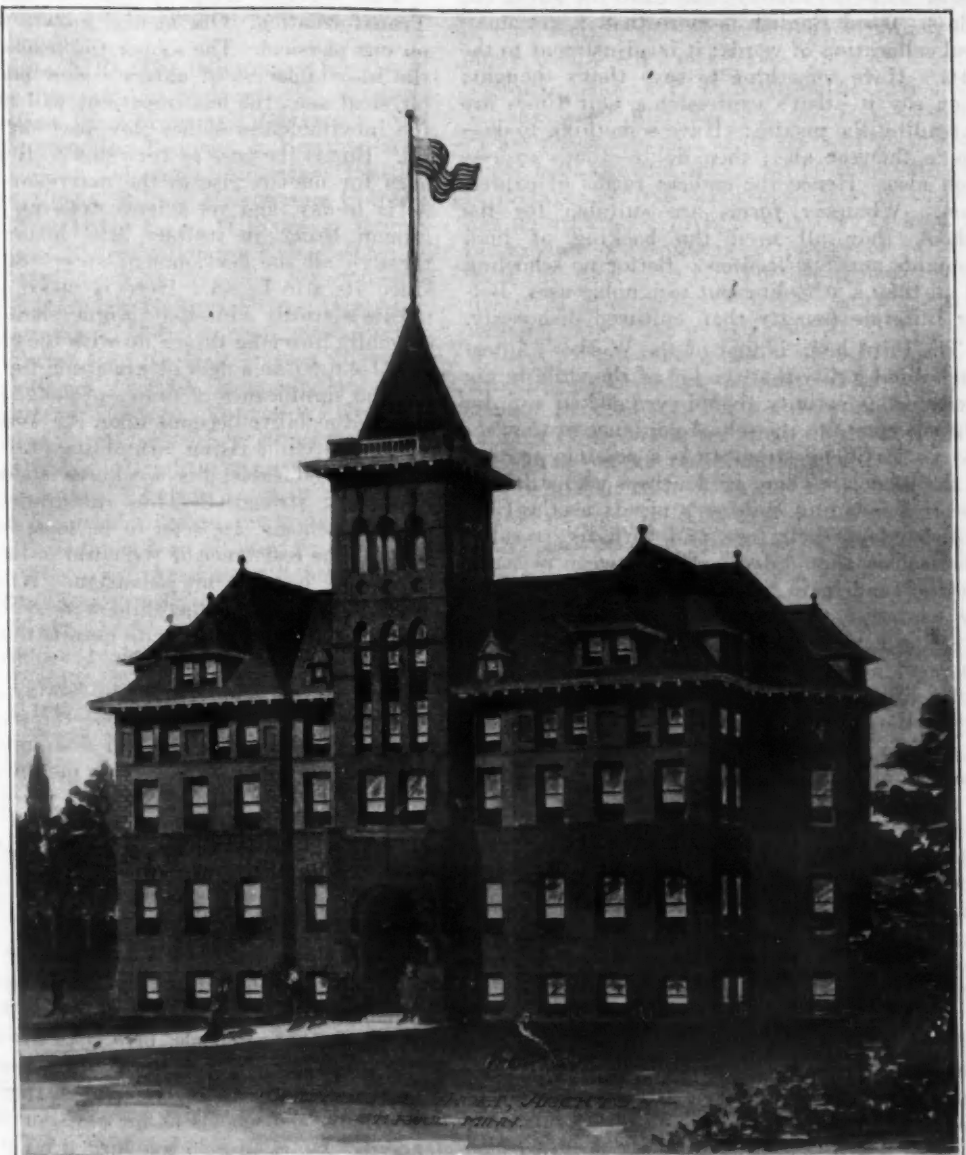
ENGINEERING BUILDING.  
School of Mines, Rolla, Mo.  
FRANK M. HOWE, ARCHITECT.



NEW SECOND WARD SCHOOL,  
Bangor, Me.  
W. E. MANSER, ARCHT., BANGOR, ME.  
Cost \$25,000.



NEW SACRED HEART SCHOOL.  
Lynn, Mass.  
60x140 feet. 8 rooms.  
T. F. MORSE, ARCHITECT.  
Brooklyn, N. Y.



AUGUSTANA COLLEGE, CANTON, S. D.  
OMEYER & THOR, ARCHITECTS.  
St. Paul, Minn.

### Seven Lamps For the Teacher's Way.

BY HON. FRANK A. HILL, SECRETARY OF THE MASSACHUSETTS STATE BOARD OF EDUCATION.

These are seven principles or thoughts, in particular, that young teachers—all teachers, indeed—need to have impressed upon their minds—lamps, as it were, to illumine their way. And the first lamp is that of the Wonderful Interaction. There are two realms in our mental life—that of inleading currents and that of outleading ones, that of impression and that of expression, the one receptive and preparatory, the other executive and productive. The educative process engages both realms, indeed, but in a very special way belongs to the latter. All our mental states tend to action, and it is the right utilization of the reciprocal influence of each upon the other that constitutes the gist of the educative process. The perennial temptation of the teacher is to cut this process in two, to attend to the first realm and neglect the second—to neglect, in short, the wonderful interaction between thought and deed which is the life of all genuine education.

The second lamp is that of the Royal H's—the hand standing for that action which springs from thought, the head symbolizing that thought that tends to action, and the heart giving its warmth and color to the interplay. The traditional R's are necessary; mastery of them is an accomplishment, but after all they are only tools. It is not rhetoric that rules the world, but ideas. Good English is more than a grammatical collocation of words; it is adjustment to the idea. Have something to say—that's thought; then say it—that's expression. Our times are extending the maxim: Have something to do—that's thought also; then do it—that's expression also. Hence the endless forms of expression. Whatever forms are suitable for the school, they all need the backing of high thoughts and fine feelings. Better no schooling at all than a schooling put to ignoble uses. Better illiterate honesty than cultured dishonesty.

The third lamp is that of the Worker's Interest. What a pity that the joy of the child in his spontaneous activity should ever sicken and die when it comes to the school guidance of that activity. Artificial stupidity is a possible product of the schools. There are teachers who still persist in bandaging children's minds as the Chinese bandage their feet, and with like results. The teacher should distinguish between pleasure interest and pain interest. Especially should the teacher note that that interest which leads to a fine action becomes by such action a finer interest, and so leads to a finer action still. The child's interest is captured at first by the novelty of the outward; but it is bad for both teacher and child to depend too long on such mild sensationalism of method. The teacher cannot be always discharging fireworks, and the normal child at length tires of effeminate methods, hates to have his food cut into bits and tendered him in a spoon. Respect, then, his interest in doing things, his spirit to overcome difficulties, his consciousness of growing power. There are two things that modern education does not stand for—effeminacy of method and the dissipation of energy.

The fourth lamp is that of the Commendable Ratio. Children's capacities vary endlessly. Teachers cannot reduce them to a common level. It would spoil the landscape to do so. If elementary education keeps the ratio of accomplishment to available power reasonably high, it serves its purpose. Educationally the little that expresses one's all ranks immeasurably higher than some larger achievement that expresses but an inconsiderable portion of one's all. Percent-

ages to express accomplishment are feasible in a way; not so percentages to express the ratio. The gravest problems of elementary education are found in the conflict of two ideals—that of scholarship based on standards of exterior determination and that of development based on standards of interior capacity. The schools are chafing and worrying under the former when their supreme business is with the latter. The true road to scholarship is by way of the commendable ratio. It makes a vast difference with the joy of the pupils and the temper of the teacher which of these two ideals dominates the school.

The fifth lamp is that of the Gracious Overflow. Train the right arm to increased strength, and the left arm shares in the gain. It profits by the gracious overflow. So for all our activities. There is a radiation of gain from them—gain in muscle, gain in idea, gain in will power. Our activities minister to one another, and the gain is forever crossing the chasm that divides the mental from the physical. It follows that courses of study somewhat intensive in character are broader than they seem. Sometimes there blossoms in the overflow the finest flower of instruction.

The sixth lamp is that of the Backward Light. Things dimly seen in childhood are more clearly seen in maturity. Indeed, why should the harvest follow hard upon the seed time? It is not always wise, therefore, to keep children back for lack of thoroughness. Some trust should be placed in the power of maturity to dispel their fog.

The seventh lamp is that of the Blessed Transformation. Our mental growth must wait on our physical. The sooner the teacher accepts the inevitableness of nature's slow pace on the physical side, the less impatient will he be over the inevitableness of her slow pace on the mental. But is the pace so very slow? It has taken ages for man to rise to the marvelous creature he is to-day, and yet science tells us that each human being, in its own life history, passes through all the development stages of the race since its life began. Here is speed enough—nature's sturdy hint that people should not be eternally hurrying things up with the child. We owe John Fiske a debt of gratitude for pointing out the significance of man's prolonged infancy—his educability depends upon it. What a paradox—the child rising, stumbling, falling, and therefore educable, his weakness suddenly become his strength! Thus hindrances, by a blessed alchemy, are seen to be most beneficent helps. The resistance of the child to instruction sometimes becomes his salvation. What a sad thing it would be if the child were really to accept all the advice in all its details that all his advisers see fit to give him!

These seven lamps light up seven essential things in the educative process—the seat of the process, the ideas that should dominate it, the finest inspiration of it, the truest measure of success in it, the radiation of gain from it, the saving of its early obscure interactions by later ones of a higher order, and the beneficent character of many of its conditions that are commonly held to be adverse.

Mr. Edwin F. Moulton, who has been elected to succeed L. H. Jones as superintendent of the Cleveland public schools, brings to his new position fine training in educational work. For many years he has been engaged in the work of supervising the schools as an assistant superintendent. He is an able scholar, a man of sterling character, who has proven his devotion to the schools, and his appointment as superintendent is but a tribute to labors rendered. The schools under his guidance will move grandly forward.

### The Growth of Public High Schools.

BY HON. WM. T. HARRIS, UNITED STATES COMMISSIONER OF EDUCATION.

Much as we are pleased with the contemplation of the vast army of school children marshaled each year into the elementary school, there is another phase of our statistics which really gives us greater cause for rejoicing, and I wish briefly to go over with you some of the statistics relating to secondary and higher education; for, while there is progress in securing a longer school year and an increased number of days in actual attendance in the elementary school, there is a far greater ratio of increase in the numbers that continue their studies beyond the eight-years' work of the district school and enter the public high school, or the private academy, and this great increase in secondary education has furnished its quota of population prepared to enter college. The first aspect of this increase in secondary pupils is the opening of new high schools. It would seem as though the whole population of the country, in all its sections, north, south, east and west, had resolved to have free high school instruction for its children, for in the past ten years—and three years (1895, 1896 and 1897) were years of financial disaster—there was an increase in the total number of high schools from 2,526 in 1890 to 6,005 in 1900.

The number of high schools in the United States in 1860 was about 40. At that time wise people shook their heads and said: "It is doubtful if the constitution permits the education of the people in free high schools. District schools may be all right enough, but our forefathers never intended to furnish a liberal education to all children at the expense of the taxpayers." The friends of free high schools were somewhat uneasy over this. But the next ten years saw the number of high schools rise to four times their former number—the 40 of 1860 had increased to at least 160 in 1870; and in the next ten years the increase continued, so that by 1880 there were in operation nearly 800 public high schools. These, as we have seen, reached 2,526 in 1890, and 6,005 in 1900.

The most noteworthy circumstance connected with this is that the increase of public high schools has gone on in all sections of the country. Take, for example, the North Atlantic states; these already had 786 high schools in 1890, and they came near to doubling their quota in 1900, in which year they reported 1,448. The South Atlantic states had only 115 high schools in 1890, but in ten years they had in operation nearly four times as many, for they report 449 in 1900. The South Central states did even better than this, for they increased their public high schools from 158 to 675. The Western division of states—including those on the Pacific coast and states in the mountains—had 91 high schools in 1890, but 270 in 1900. The North Central states have long led in the number of public secondary schools. They had in 1890 more than half of all the high schools in the country, and they have more than half now. Their quota increased from 1,376 to 3,163 public high schools.

We all know that an increase in the number of schools does not always mean an increase in the number of pupils. I must add to our survey of the increase of high schools the data in regard to pupils. And it is gratifying to know that, on the whole, the increase in secondary pupils in high schools has been much greater than the increase in the number of separate schools. The whole United States enrolled in round numbers 203,000 high school pupils in 1890, and 520,000 in 1900.





The state of California is the only American commonwealth that compiles and publishes under state auspices the text-books used in its public schools. While one of the chief reasons for the printing of text-books by the state was the desire to lessen their cost to school children, just the contrary has been the result. At the present time the state's text-books are higher in price than the best text-books on the market. In subject-matter, arrangement, accuracy, clearness—all those qualities, in fact, which should distinguish a text-book for school children—the California state publications are much inferior to the productions of the leading private houses. This could hardly be avoided under a system which handed over to local talent substantially the entire work of the writing or compilation of the books. It is no reflection on California to say that the production of first-class text-books calls for the best educational talent in the whole country. Even the state board of education has lately admitted the inferiority of the state publications, in determining to secure the best text-books on various subjects by leasing the stereotyped plates of standard works from private publishing houses, printing from them in Sacramento, and paying a royalty on each book sold. By securing the best text-books wherever produced, and paying royalties for them, the California board of education has certainly improved the standard of public instruction, and removed the reproach that the state was sacrificing its children at their studies. There remains, however, the extravagant state printing, and the inferior mechanical get-up of the books printed by the state printing office. There is but one sure way of getting the very best books—buy in the open market.

Minnesota. As to the adoption of books to be used in a school district, Attorney General Douglas has advised State Superintendent Olsen that the law providing for a publisher to file a schedule of prices and sample of each book must be complied with before any contract can be let. After a certain book has been selected by the board it must be used to the exclusion of any other book for the time named in the law, which is for not less than three nor more than five years, during which time the book shall not be changed. If it is found that other books are needed for the study of any subject, they may be procured and used to supplement

the information contained in the regular text-books.

Wichita, Kan. A supply of Ward's Rational Method of Teaching Reading has been purchased.

Paducah, Ky. The following books have been added to the high school library: Warner's library, 31 vols.; World's Great Classics, 40 vols.; American Dictionary and Encyclopedia, 16 vols.; U. S. History, 8 vols.; Ridpath Library of Classics, 25 vols.; Classic Tales, 17 vols., and Current Book, 150 vols.

The Graded Literature Readers, published by Maynard, Merrill & Co., are enjoying unusual popularity. During the past year they have been adopted by the state of Louisiana, city of Washington, D. C., county of Grant, S. D., and many other places. B. S. Lobdell, the firm's Western representative, says the readers merit success.

Waterloo, Ia. The board of the east side has adopted the "High School and College Hymnal." The contents of the book is a selection of choice hymns and patriotic music and will be used for opening exercises. The book also contains chapters from the Bible that can be used in responsive readings.

Galesburg, Ill. Miss F. Lillian Taylor, principal of the primary department, is the author of a Second Reader published by the Werner School Book Company. The book in point of literary merit is a gem and well worthy of school boards everywhere. Miss Taylor's long connection with primary departments has made her thoroughly conversant with the needs of children at that age, and this reader is the outgrowth of her experience. The engravings, paper and typography are in keeping with the literary value of the work.

Bloomington, Ill. The following is the list of text-books used in the high school: Young's First Lessons in Astronomy, Robinson's New Higher Arithmetic, Beaman & Smith's Academic Algebra, Johnson's American Politics, Kelsey's Analysis, Bellum Helveticum, Collar & Daniels' First Latin Book, Williams & Rogers' Bookkeeping, Bergen's Botany, Kelsey's Caesar, Remsen's Briefer and Newell's Experimental Chemistry, Harper & Gallup's Cicero, Hinsdale's Civil Government, Rolfe edition Shakespeare, Scott and other English Masterpieces, Riverside Literature Series, English Grammar, McLaughlin's American History, Coman & Kendall's English History, Myer's Greek History, Morey's Roman History, Brigham's Geology, Wentworth's Geometry, Thomas' German Beginning Grammar, Thomas' German Beginning Reader, Stern's Geschichten Von Rhine, Storm's Immense or Hesy's L'Arrabbiata, Ojemalde von Malern der Gergenwart for Conversation, Bernhardt's German Advanced Composition, Muller's Deutsche Liebe, Hillern's Hoehher als die Kirche, Riehl's Burg Neideck or Seidel's Lebrecht Hueperchen, Gerstacker's Irrfahrten, Lessing's Minna v. Barnhelm und Schiller's Lied von der Glocke or Schiller's Wilhelm Tell, Goodwin's Greek Grammar, White's First Greek Book, Jones' Greek Prose, Seymour's Homer, Allen & Greenough's Latin Grammar, Dodge's Latin Prose, Kelsey's Ovid, Tarr's First Lessons in Physical Geography, Carhart's and Chute's Physics, Colton's Briefer Physiology, Walker's Political Economy, Herrick & Damon's Composition and Rhetoric, Herbermann's Salust, Greenough's Vergi, Packard's Briefer and Colton's Zoology.

Prof. J. N. White, Republican candidate for state superintendent of Missouri, is fighting his campaign along the issues of free text-books, and has found his slogan very popular.

Michigan has a free text-book law, which is giving general satisfaction. Delos Fall, state superintendent, estimates that the law has produced a saving of from 25 to 50 per cent. to the taxpayers.

Rhode Island, which has had free text-books for many years, has found the system a success. Thomas B. Stockwell, state superintendent, says: "We have free text-books, including pupils' supplies, pens, ink, pencils and paper in all our public schools. We buy at bottom prices. Free text-books are the thing."

State Superintendent C. J. Baxter of New Jersey is a strong advocate of free text-books. He writes: "We have had a free text-book law in this state since 1894. It has proved such a benefit to our schools that our people are practically unanimous in support of the law. We find that free text-books are more economical; that there is less time lost by the pupils for the reason that they are supplied with books at the opening of the school and are not compelled to wait, as heretofore, until they could be obtained through a local dealer."

Pennsylvania was one of the pioneer states in adopting the free text-book system. Nathan C. Schaeffer, state superintendent, estimates that it saves from 33 to 60 per cent. of the cost of text-books to the people as a whole.

Minneapolis has used free text-books in all its schools for several years. Superintendent C. M. Jordan is a strong advocate of the system.

Omaha has provided free text-books to all pupils for fifteen years. The people thoroughly believe in the idea.

In the old city of New York and in the old city of Brooklyn the free text-book system has been in vogue for more than twenty years. On the consolidation of these two cities with the counties of Queens and Richmond the system was extended over the entire city. Superintendent Maxwell states that no one would now think of returning to the old system, under which the pupils bought their own books.

Superintendent T. D. Boynton of Ithaca, N. Y., says regarding the free text-book system: "I am pleased to say, after years of experience under both systems, that I am uncompromisingly in favor of free text-books. The other side has no argument. After your first investment the expense per capita is not one-twenty-fifth of what the other plan is. The contagious disease theory is groundless. We have gone through measles, whooping cough, scarlet fever, etc., without ever having a case. No one objects to handling paper money because others have previously handled it. The question of the transmission of disease never arises then. If we have a right to tax for buildings, teachers, apparatus and furniture we have a right to tax for books."

Detroit, Mich. The free text-book system, which has been in operation for several years, is giving general satisfaction.

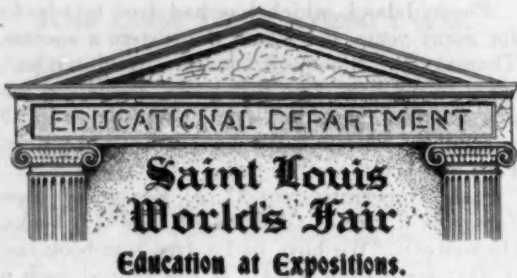
Massachusetts. By a statute which went into effect in 1884 text-books became absolutely free to all pupils in the state. Superintendent Edwin P. Seaver of Boston states that he has not observed that free text-books are injurious to pupils; on the contrary, he has found the free text-books have very largely increased the number of pupils in attendance upon the high schools, and they have prolonged the stay of older pupils in the grammar schools. It promotes, he says, greatly, the organization and management of the schools.

Superintendent R. E. Denfeld, Duluth, Minn.: "The free text-book system has been in operation in the city of Duluth for the last fifteen years. It would be utterly impossible to go back to the old plan of having the children purchase their books. The free text-book system is in every way satisfactory. The books owned by the board of education are better cared for, and, therefore, last longer, and in this way very materially reduce the cost. I believe it is the only way in which children can be economically supplied with text-books. Trouble as to contagion is no greater than when the pupils purchase their own books."



SUPT. ALFRED LIVINGSTON,  
Clarksville, Tenn.





BY HOWARD J. ROGERS.

Of the making of expositions there is no end. The echoes of one have not died away before the sounds of preparation for another are heard. After Paris, Chicago; after Chicago, Paris; after Paris, St. Louis. I refer to the great international expositions, which, in the language of our lamented president, "are the timekeepers of progress," and not to those of sectional and national importance only, as Antwerp, Atlanta, Omaha, Buffalo and Charleston.

The scriptural injunction that it is not good for man to live alone is just as applicable to communities and states as to individuals. The evolution of national life has brought out no fact more clearly than that the highest development of a nation demands the freest interchange of ideas and commodities with other nations. The nation surrounded by a wall, whether it be built of masonry or composed of prejudice and ignorance, is the decadent and semibarbarous nation. From the earliest times efforts, more or less concerted, have been made by progressive communities to keep open the channels of trade and exchange. Hence the caravan, the galleon and the fair.

#### First Big Show in 1851.

The international exposition dates from the crystal palace exhibition in London in 1851, but it may be new to you to know that the exposition held in Paris in 1900 was the twenty-second international exposition and that the first was held in the time of Napoleon. There must then be a benefit aside from display, a value greater than sentiment, arising from expositions. That it is of lasting benefit to the immediate community is easy of demonstration. We had only one city with the manners of the world, as unprovincial, prior to 1890. The Columbian exposition enabled Chicago to assume a cosmopolitan dress. The world's fair of 1903 will have the same effect upon St. Louis.

In the knowledge gained by comparison of methods and the confidence engendered by association and friendship lie the material advantages to be derived from an exposition in commerce, science, art and letters. It was a risky and debatable proposition for John Smith to consign his goods to an unknown Hassan Ali on the other half of the globe, but after Smith and Hassan have fraternized and hobnobbed for six months at an international exposition it becomes a matter of friendship and convenience.

Expositions not only record the progress of nations, but they round out and harmonize the national life by the discovery through contact of the strong and weak conditions existing therein. Particularly is this true of education. The influence which the Russian industrial training exhibit exerted at Philadelphia in 1876 is a well-known illustration. The weak showing of the French schools in Paris in 1878 led to the reorganization of the elementary instruction and laid the foundation of the present eccles professionnelles. These are, of course, emphasized examples, but who can estimate the influence of the many suggestions of methods and equipment which are picked up by thousands and carried to all quarters of the globe?

#### Educational Exhibits Few.

Prior to 1876 little or no attention was paid to the exhibit of education at international expositions. Isolated and institutional displays were

made with no attempt at scientific completeness, and usually from some selfish or advertising motives. The exception was perhaps the crystal palace exhibition of 1851, which seems to have been the definite cause of the industrial drawing movement which rapidly developed under South Kensington influences.

In the centennial exposition of 1876 two exhibits had marked influence on educational thought and methods in this country. The first was the exhibit of industrial drawing from the Boston public schools, which had just begun to feel the effects of the preliminary work of Walter Smith. The second was the exhibit of pupils' work in applied mechanics shown by the Russian schools and illustrating the results of giving definite instructions in a systematic course to artisans.

The idea of the manual training school was thus implanted in America and the result was the experiment made in this line in Boston and St. Louis.

From both these exhibits came the hitherto unrecognized necessity in this country of adapting the training of public school children in art and handicraft to the various industries of the manufacturing world. To-day the output of these plants is reckoned by the million and is rapidly holding its own against the industrial art work of other nations.

In Paris in 1878 a definite status was given education in the classification and a considerable space devoted to it. The exhibit was, however, mostly confined to French schools. The same is true of the exposition of 1889 in Paris. The United States' participation was exceedingly meager and the object of much criticism. The exhibition of the other foreign nations was uneven and many were conspicuous by their absence.

#### Chicago Set The Pace.

Not till the Chicago exposition of 1893 was there a determined effort to bring into comparison a comprehensive display of the educational resources of the leading nations of the world. The result was remarkably successful and a revelation to the educational public. The only things which militated against its entire success were the poor exhibits of France and England and the fact that the "exhibit idea" was not fully developed in this country. I mean by that that the states and cities had never before attempted a scientific exhibit, did not know how to discriminate and hardly knew how or what to exhibit. As a consequence there was great unevenness in the display and an immense amount of padding. To offset this was the great amount of meritorious work and the splendid, thorough exhibit of Germany.

As a general proposition it may safely be affirmed that in extent, variety and interest its exhibit surpassed all previous expositions.

Such is the very scant outline of the history of educational exhibits at international expositions up to the Paris exposition of 1900.

The exposition universelle of 1900 was a great school, which had its lessons for all nations. It was a school of effort, a school of progress, a school of commerce and a school of peace. France has never failed to profit from lessons taught by international expositions. Why should we? Surely it is not vainglory nor a desire simply to outshow other nations which lead to the enormous expenditures involved in every international exposition. It is rather an honest competition of the best that each nation can produce, brought together in the hope of its proving a benefit and necessity to other nations, and in the further hope of finding something of reciprocal value and interest to itself.

#### Benefits Are Numerous.

So far as the benefits of the educational exhibit are concerned I hope I may be pardoned

if I did not bring back a basket overladen with suggestions and innovations. Frankly I think the greatest lesson which the school-men of the United States can draw from the Paris exposition is contentment. Pray do not misunderstand this word. I do not mean that we have everything we ought to have; far from it; but rather that there is little new in foreign education that we need to have. We have a strong, virile system of schools, colleges and universities entrenched in the love of the people and built to meet their necessities. Let us not jeopardize it by introducing those features adapted to a state of society to escape which this country was founded.

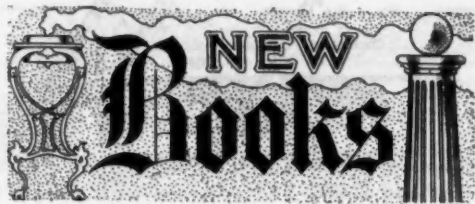
At a luncheon given last summer by a distinguished foreign juror there were among the guests an ex-minister of public instructions and an ex-director of primary education. In response to an argument put forward the latter replied: "I object to the conclusion. In the United States, for example." "Ah!" broke in the ex-minister, "the United States is never an example in point; the spirit of the people sanctions any advance; their institutions are totally different." This impatient tribute is the keynote of the whole situation.

For the St. Louis exposition we could indulge in nothing but prophecy were we so inclined. But it seems to me the time is ripe for an educational display which shall excel in scientific excellence anything which has yet been attempted. The great scale upon which the exposition is projected renders it possible for the first time in the history of expositions to provide a separate building for educational exhibits and to collect under one roof a comparative display of educational agencies from all the leading nations of the world. The spirit of the St. Louis management is cordial and friendly to the department and it has been given the place of honor in the classification. No effort or expense will be spared to secure a comprehensive display which will show not only the present status of education, but its historical development. The element of time alone is uncertain, but we rest confident in the belief that the loyalty, energy and public spirit of the great body of schoolmen throughout our country will be devoted to our support and that when the doors of the great exposition are swung open to the public the educational department will be ready for inspection.

The plans for the educational feature of the Hawaiian exhibit for the St. Louis World's Fair were outlined at the recent annual meeting of the Territorial Teachers' Association in the Normal School at Honolulu by Prof. M. M. Scott, principal of the Honolulu High School. Prof. Scott believes that the greatest benefit to the islands will result from a historical exhibit as it will appeal to the serious-minded ones who attend the Fair more than any other feature. The idea of sending photographs of school interiors and maps was proposed, but these cannot show progress. It is desired to show the internal, moral and intellectual development of the people, and as the internal arrangement cannot be photographed the next best thing is to exhibit those things which pupils have fashioned. In order to show the progress of the school system it is proposed to exhibit the archaeology of Hawaii, and the primitive implements with which the Hawaiians worked and cultivated the soil.

Reading, Pa. Monthly examinations have been abolished. The standing of the pupil will hereafter depend on the entire work of the term. Superintendent Foss says that monthly examinations overtax the pupils, and tempt them to be dishonest, and that they are a waste of time and energy.





**A Child's Garden Verses.**

Robert Louis Stevenson. Illustrated by E. Mars and M. H. Squire. 93 pages. Cloth, price, 50 cents. Published by Rand, McNally & Company, Chicago, New York.

This is a child's classic—a multitude of Stevenson's children's verses from the children's point of view. Simple and graceful and child-like, children delight to read them and learn them and repeat them. The book is elegantly gotten up with illuminated cover, the best of paper, and sixty-one fine illustrations, ten of which are in color.

**The First Year of Latin.**

Based on Caesar's War with the Helvetii. By Walter B. Gunnison, Ph. D., Principal of Erasmus Hall High School, Brooklyn, N. Y., and Walter S. Harley, A. M., Instructor in Latin, Erasmus Hall High School. Pages IX. Cloth. Illustrated. Introductory Price, \$1.00. Published by Silver, Burdett & Company, New York, Boston, Chicago.

This is a carefully made book of its kind. It aims to present the essential principles of the Latin grammar clearly. Declension and conjugation are taught by gradual easy stages; the rules of syntax are taught inductively; difficult things are made as simple as may be; examples, illustrations and exercises are mixed in with the distributed portions of the grammar. There are questions and exercises for review, and everything is well arranged. Phrases and sentences for illustration and translation are taken from Caesar. In this way, twelve chapters from the first book of Caesar are read. Thus, the student becomes somewhat acquainted with the style of Caesar for the next year's regular reading. Two vocabularies are given. The paradigms and rules are grouped together in an appendix for the reference, and for the convenience of teachers, who prefer to have all these learned connectedly and thoroughly before a class begins reading—a good old way to teach Latin.

**A Complete Geography.**

By Ralph S. Tarr, Professor of Dynamic Geology and Physical Geography at Cornell University, and Frank M. McMurry, Ph. D., Professor of Theory and Practice of Teaching at Teachers' College, Columbia University. With numerous maps and many illustrations, chiefly photographs of actual scenes. Tarr and McMurry Geographies. 478 pages. Price, \$1.00. Published by The Macmillan Company, New York, Chicago.

The names of the authors are a guarantee that this is a reliable work. It covers the subject very completely. The physiography includes the essential facts of geology, and is illustrated by excellent relief maps. In this way the causes of existing conditions may be easily understood. These conditions have largely decided the occupations of the people, and have had much to do in developing their character. This influence of conditions on character is worthy of emphasis. Something is given on the history, growth and government of the nations. Ocean currents are described and winds and the paths of storms are explained. Climate as affecting products is fully discussed, and generally the causes that have led to important results are stated. All the principal products of the countries are represented, graphically, enabling the student to comprehend and compare them at a glance. A special feature of the book is the large number of maps. Maps of countries are colored. There are

uncolored maps of all the leading cities, and hundreds of pictures of places. Many of them are from recent photographs. Geographical facts are arranged in numerous tables of statistics for ready reference. While the subject matter is intended for topical recitation, there are questions for review, and paragraphs of suggestions that will lead to discussion and further research.

A good deal of work has been expended in making this book, and it will require time for classes to master it. As a book for general reading, and reference in connection with the daily reading of the news from all parts of the world, it deserves a place in every family library.

**Interpretive Reading.**

By Cora Marsland. Professor of Elocution and Oratory in the Kansas State Normal School. 245 pages. Published by Longmans, Green & Company, New York, Chicago.

It is a well-known fact that nearly all of the books on elocution, oratory and interpretative reading fail in that they give only superficial attention to what might be called the physiology of the subject. A reproduction of the best oratory is valuable only in the literary sense.

The foundation of good reading lies, primarily, in an analysis of the atmosphere and the emotions involved. The subject of breathing and voice culture is, however, the commonly neglected essential.

The cause of the decline of oratory is not wholly due to a lack of appreciation in the subject matter. Nor is indifferent reading due to the promiscuous and prodigious supply of newspaper and magazine reading so much as it is due to incorrect breathing and want of vocal culture.

The author gives due attention to literary analysis, gesture, etc., but also devotes space to the physiology of the respiratory organs, breathing exercises and tone culture.

The book, as a whole, is eminently practical, and covers the essentials in a most complete manner.

**The Writing of the Short Story.**

By Lewis Worthington Smith, A. M., Drake University, Des Moines, Ia. 92 pages. Price, 35 cents. Published by D. C. Heath & Company, Boston, New York, Chicago.

This little pamphlet covers, concisely, the elements of the successful short story. The author has a complete grasp of his subject, and writes everything that should be said in a brief treatise of this kind. The booklet will prove serviceable to teachers as well as literary workers.

**Essentials of English Composition.**

By Horace S. Tarbell and Martha Tarbell. 12mo. Cloth. XV & 281 pages. List price, 60 cents; mailing price, 70 cents. Published by Ginn & Company, New York, Boston, Chicago, Atlanta.

This is a compact treatment of English composition, designed for grammar schools and lower classes in high schools. The book contains chapters on letter writing, description, narration, reproductions and essays, study of Longfellow, style, secretarial writings, synonyms, and punctuation from the "Second Book of Lessons in Language and Grammar," by the same authors, the chapters on style, synonyms and punctuation being extended.

**The Adventures of Marco Polo.**

Edited by Edward Atherton. Appleton's Home Reading Books. 160 pages. Published by D. Appleton & Company, New York, Chicago.

This volume presents the tales of the Venetian traveler interspersed with interesting comparison of present conditions of the various countries of Asia with the features known in the thirteenth century. Mr. Atherton is careful to point out in each case where Marco's narrative misses the truth through taking statements on hearsay, and to contribute to the young reader's

accumulation of real and accurate information by a generous use of maps and choice pictures. Books of travel find a place in the Series of Home Reading Books, and there is no book of the sort that so well deserves it as this book.

**Howt Iz the Sol?**

Haz the Dog a Sol? By C. W. Larisun, M. D., 282 pages. Price, \$1.50. Published by the Fonic Publishing House, Ringos, N. J.

This work on psychology is clothed in phonics—phonics with a vengeance. The average reader of English is not apt to take the time to wade through a lot of oddly-spelled words.

Those who are interested in the subject matter of the book and phonics at the same time may note that "the pris ov the buc iz a dollar and fifti sents. It wil be sent tu eni address, bi mal, on reset ov the pris."

**Choice Songs.**

Book One. Part I, containing One and Two Part Songs. Part II, containing Two and Three Part Songs. Selected and Arranged by H. O. R. Siefert, Superintendent Public Schools, Milwaukee, Wis. 262 pages. Published by Butler, Sheldon & Company, New York, Philadelphia, Chicago.

Prof. Siefert gives evidence of the fact that he is at home in the music of all lands. He has drawn from the musical wealth of so many nations that one is led to believe that he has embodied all that is beautiful in simple melodies.

His first publication, a small music book, was well received. The present work is more pretentious and reveals the touch of the schoolmaster and the musician.

The songs, over three hundred in number, are arranged for one, two and three parts.

**The Taylor School Readers.**

Second Reader. By Frances Lillian Taylor, Author of "Werner Primer." 160 pages. Over 100 illustrations and 18 color plates. Price, 25 cents. Published by the Werner School Book Company, New York, Chicago, Boston.

An exceptionally interesting little book, well made both as to matter and style. The reading lessons are calculated to awaken the child's best thoughts, as well as to be entertaining.

"hae been happy thinking," wrote Burns. Get a child to thinking, and to be happy thinking, and his reading becomes a comparatively easy thing. This second reader is intended to accomplish this result.

**Arithmetic Without a Pencil.**

By Edith M. Joy. 200 pages. Price, 35 cents. Published by D. C. Heath & Company, Boston, Chicago.

This is a book intended to give pupils in the first five grades a thorough training in mental arithmetic. Miss Joy believes that it is sound pedagogy that each new phase of arithmetic should be developed without the pencil in the pupil's hand; that Written Arithmetic is logically supplementary to Mental Arithmetic. The book is to be commended for its logical arrangement, as each new principle is introduced at the point at which the need for it appears, and for its easy progression, as but one difficulty is presented at a time.

**The Comprehensive Method of Teaching Reading.**

By Emma K. Gordon. Book One. First Five Months. 102 pages. Price, 25 cents. Published by D. C. Heath & Company, New York, Boston, Chicago.

The leading characteristics of this little book are:

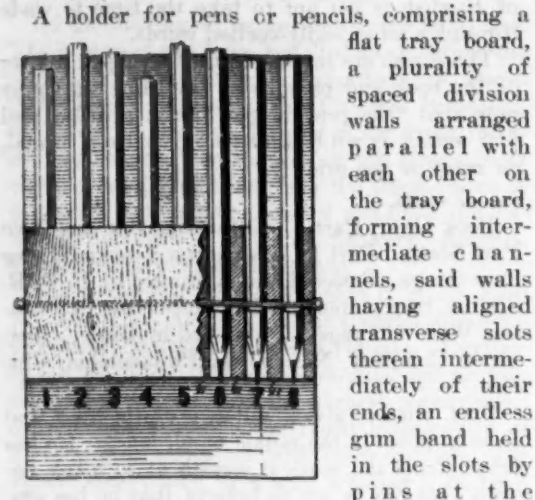
First: The absence of all diacritical marks; second: The few phonic facts to be memorized; third: The obvious aids to spelling furnished by the charts and drills; fourth: The careful gradation of work. The phonic drill provided for, it is held, will enable a child to read, easily, ten pages a day.





## Recent Patents Granted.

PEN OR PENCIL HOLDER. James S. McClung, Pueblo, Colo.



A holder for pens or pencils, comprising a flat tray board, a plurality of spaced division walls arranged parallel with each other on the tray board, forming intermediate channels, said walls having aligned transverse slots therein immediately of their ends, an endless gum band held in the slots by pins at the looped ends thereof and engaging the tray board, a cap-piece covering all the channels, and designating characters placed on the tray board opposite an end of each channel.

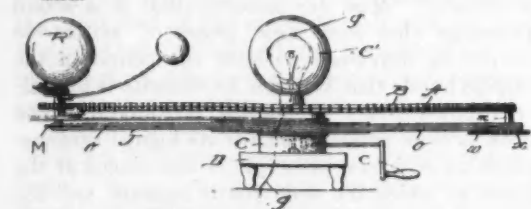
BLACKBOARD ERASER. Franklin C. Raber, Akron, Ohio.

A blackboard eraser comprising a body carrying an erasive surface, and a rim formed of a non-dust-absorbing material surrounding said erasive surface and spaced therefrom.

PENCIL SHARPENER. Robert C. Uecke, Harvard, Ill.

In a device of the class described, the combination with a truncately-conical vessel, A, having an abrasive inner surface, of a crank, C, centrally pivoted within said vessel, said crank having upon its extremity a tubular portion,  $c^2$ , terminating in a conical portion,  $c^3$ , which is cut away to form a slot,  $c^1$ , whereby said crank is adapted to receive at its end a pencil and to guide the motion of the same within said abrasive surface and to hold it firmly in contact therewith.

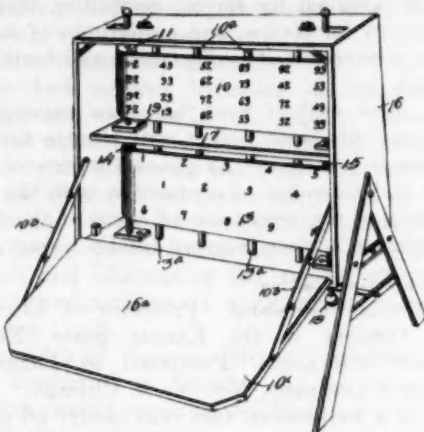
TELLURIAN. Charles S. Henderson, Elkhart, Ind.



A tellurian comprising a central support for a sun globe, a circular rack carried thereby, an arm mounted to swing around said support and carrying a vertical bearing shaft or member at the outer end thereof, a sleeve O encircling said bearing and carrying a disk having sprocket-teeth on its periphery, a bracket carried by said sleeve, an earth-globe journaled in said bracket, a sleeve T encircling the sleeve O and having a gear meshing with the stationary rack, a moon-globe-supporting arm pivotally connected with sleeve T, stationary sprocket-teeth carried by the central support, a sprocket-chain encircling said teeth and the teeth on the disk of sleeve O, an inclined flange on said disk, an arm bearing on said flange and connected with the moon-sup-

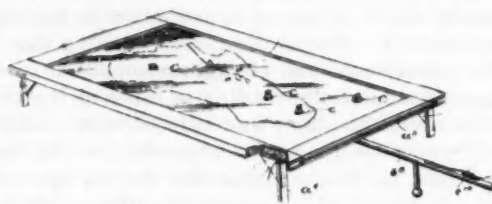
porting arm, means for swinging the main arm around its central support and means for rotating the earth-globe upon its axis.

EDUCATIONAL CHART AND SUPPORT THEREFOR. Richard R. Anderson, Albion, Iowa.



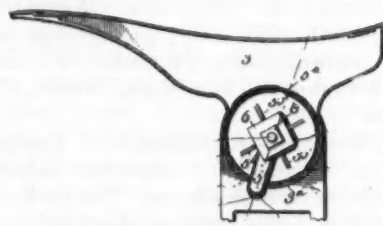
A device of the character described, comprising supporting means, belts movable upon said supporting means and having characters, numbers and the like thereon, a screen in front of said belts and having apertures for exposing portions of the latter, and plates adapted to be moved into conjunctive position adjacent to said apertures.

EDUCATIONAL APPARATUS. William L. Smith, Boston, Mass.



An educational apparatus comprising a table, having a surface capable of readily receiving marks, and sufficiently transparent to display therethrough an object placed behind the same, means behind said surface for holding a map to be copied, movable blocks carried on said surface and containing magnetically-attractive material, an actuator beneath said table provided with a handle extending beyond the table at one end, and having at its other end a magnet to attract said blocks, a support for said magnet provided with means permitting the same to slide around beneath the table, and means for raising or lowering the magnet relatively to said surface.

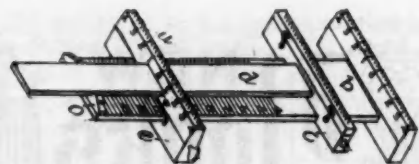
HINGE JOINT FOR SEATING. Finley S. Brooke, Cincinnati, Ohio.



A hinge joint for seating comprising a support, a seat bracket, inner and outer hinge members, one hinge member having radial ball-grooves, the other hinge member having transverse ball-grooves, with their ends turned inward toward the outer ends of the radial grooves, anti-friction-balls located at the crossing of the ball-grooves and limiting the movement of the seat-bracket, and adapted to interlock, and travel in the ball-grooves of both hinge members to provide an anti-friction-bearing between the meeting faces thereof, and yielding means for securing the parts of the hinge-joint together.

KINDERGARTEN LOOM. Levi M. Comstock, Highland Park, Ill.

In a loom, the combination with a support, of oppositely-disposed blocks mounted thereon, means upon said blocks for engaging the warp-



threads, a lay arranged to be reciprocated between said blocks and provided with means for beating up the weft-threads of a fabric being woven upon said loom, and means whereby said thread-engaging means upon said lay may, at will, be brought into the plane of said weft-threads or dropped below said plane.

## Supplies and Furniture.

Improper seats and desks are a great hindrance to a good school. A common source of discomfort is the use of seats and desks not properly adapted to the size of the pupils. The evil resulting from too high seats may be in part remedied by the use of foot rests. Another source of discomfort is the curved seats, broken or badly defaced seats, and sometimes the seat is too wide. Improper seats are often the cause of round shoulders, sunken chests, curvature of the spine and injury of internal organs, which deserves the attention of every teacher. School boards should buy up-to-date school desks, which can be adjusted to the wants of the pupils.

Detroit, Mich. The Laing Planetarium Company has closed contracts for \$30,000 worth of planetariums to be shipped to Western states.

Merrill, Wis. A supply of pens bought from the Esterbrook's Pen Company; kindergarten supplies from the Rohde Kindergarten Company and a clock for the new high school from Fred. Frick Clock Company.

Beatrice, Neb. The board has examined a series of relief maps published by the Central School Supply House with a view of providing the schools with the same.

St. Joseph, Mo. The board awarded the Caxton Company of Chicago a contract for six hundred and ninety desks. The desks were made at the company's factory in Muncie, Ind. They were shipped in sections to St. Joseph. Before the carload of school furniture had left Indiana soil the train rolled down an embankment fifty feet high. Many of the desks were broken. The whole consignment was sent back to the factory and all losses made good.

Merrill, Wis. Remington and Densmore typewriters have been purchased.

The Relief Maps, manufactured by the Central School Supply House, are meeting with a splendid sale throughout the country. Many of the large cities are given re-orders each year. Lately, Detroit placed an order for ten complete sets, Washington for eight and Wichita, Kan., for one complete set and thirteen district sets.

Mr. Wentworth, a general agent of the company, returned during September from a trip to the Sandwich Islands, Australia, New Zealand and Japan, where he practically sold these maps to all the leading schools. Mr. Wentworth during the early part of October sailed for Europe, where he expects to spend the winter in further extending their sale.

Duluth, Minn. Three Smith Premier Typewriters have been purchased for class use in the Duluth High School.

St. Louis, Mo. A purchase of five Estey pianos has been made.

Laing's Planetarium recommends itself at first sight by its great simplicity of mechanism. It makes the relative positions and movements of the sun, earth and moon truly comprehensive. It is practical, useful and not out of the reach in price. School boards will do well to look into the merits of this schoolroom aid.

Oakland, Cal. Blackboards in the Piedmont school placed by C. F. Weber & Co.

(Continued on Subsequent Pages.)





## Leaves the Book Field.

Mr. James F. McCullough, general agent for Silver, Burdett & Company, Chicago, has resigned his position to establish a Teachers' Agency. The change went into effect November 1st.

Mr. McCullough has served in the capacity of teacher, as have most successful bookmen. He has also been principal of village and grammar schools, and filled, in the most able manner, a city superintendency. He has been connected with Silver, Burdett & Company for the past eight years. His wide acquaintance among the teachers in the North-Central states, together with the splendid reputation which he enjoys, will enable him to build up a successful teachers' agency.

He has secured offices in the Fine Arts Building, Michigan Boulevard, Chicago, which is a sort of central point for the educational people who reside in Chicago, and all who come to Chicago from the surrounding country. The enterprise will be known as the "James F. McCullough Teachers' Agency."

We wish him God-speed in the new undertaking, and a bushel of success.

## Death of Mr. Abbott.

On October 11th, Mr. William James Abbott, for many years educational manager of the Woodward & Tiernan Printing Company, St. Louis, died at the Evangelical Deaconess' Hospital. The announcement of his death will prove a shock to the many friends and acquaintances among the educational people.

Mr. Abbott was born June 8, 1864, at Oxford, England. He graduated with honor from All Souls' College, Oxford, and came to America in 1865. Six years later he was married to Miss Annie C. Richardson, who survives him. Mr. Abbott was a member of the George Washington Lodge, A. F. & A. M.; of the Ascalon Commandery, No. 16, Knights Templars; of the Arab Patrol of Moolah Temple, Order of the Mystic Shrine; and was also a Scottish Rite Mason.

At the time of his death he was secretary of the World's Fair Publishing Company of St.



N. GUY WILSON,  
Agent Educational Publishing Co., Chicago.

Louis, of which he was one of the founders. Mr. Abbott was known in Illinois, Kentucky, Kansas, Missouri, and more particularly throughout the Southwest. His high scholarship and splendid personal character were appreciated. His many lofty qualities of mind and heart endeared him to all who knew him.

A story is told of a book house that some years ago took in its employ a successful superintendent. For a year he acquainted himself with the business and the conditions of work. The coming season great "book fights" were on in five different cities. He was instructed to go and get the business; he went, lost the first and smallest, then the second fell before him. This made him disgusted, and he took his "grip" and went back to the home office to lay his resignation before his employer. As he entered, the head of the house came forward, and with a hearty grasp, said, "You have made a good fight and have learned how to do it—now you will succeed. I have told the bookkeeper to add five hundred dollars to your salary." The bookman light-hearted, hastened to catch the next train, went into the hottest of the fight, and proved that he had learned "how to do it."

Truman H. Kimpton looks after the Macmillan Company's college interests, exclusively, in New York and Pennsylvania.

B. S. Lobdell is entering upon his nineteenth year as a bookman. Four years were spent in the employ of the Harpers, and during the past fourteen years he has been connected with Maynard, Merrill & Co. He is enthusiastic in his work, and enjoys a large circle of acquaintances.

Charles Cutler Inshaw is Prang's agent in New York and the Southern states. He is a chubby, smooth-faced young man, bright and active. Mr. Inshaw makes his home in New York city.

The following bookmen attended the meeting of the New York State Association of School Boards at Albany last month:

*Allyn & Bacon:* R. A. Metcalf, Buffalo; *American Book Company:* L. E. Rowley, New York; A. S. Packer, Albany; H. W. Childs, Syracuse; Geo. B. Fenton, Broadalbin; *D. Appleton & Company:* E. E. Keck, New York; *Butler, Sheldon & Company:* T. W. Bevan, Syracuse; *Ginn & Company:* J. S. Adams, Albany; F. E. Southworth, E. W. Edwards, Syracuse; Caspar W. Hodgson, ——— Coffin, New York; J. F. Rich, Batavia; *D. C. Heath & Company:* W. E. Pulsifer, New York; A. D. Perkins, Syracuse; *Longmans, Green & Company:* Harvey Camp, New York; *The Macmillan Company:* Jesse A. Ellsworth, Frank Wise, Truman H. Kimpton, New York; *Maynard, Merrill & Company:* Chas. E. Merrill, E. C. Merrill, Frank D. Woodruff, New York; E. A. Winchell, De Ruyter; *Milton Bradley Company:* E. L. Cummings, Lyons; *Prang Educational Company:* W. E. Cochrane, Charles C. Inshaw, New York; *Richardson, Smith & Company:* E. S. Harris, Poughkeepsie; *Silver, Burdett & Company:* W. H. Ducker, Mgr., E. W. Fielder, C. H. Congdon, Frank D. Beattys, New York; *Thompson, Brown & Company:* Frank Smith, Boston; *University Publishing Company:* Henry T. Dawson, New York.

Edward Day Barker, of the University Publishing Company, has for his territory the Rocky Mountain Region and the State of Colorado.

L. D. Vose, who represented D. C. Heath & Company, is as pleasant and good-natured after defeat as when victory has crowned his efforts to secure business for his house. Mr. Vose is always welcome wherever he goes.

Among the agents representing Silver, Burdett & Company is W. C. Hazzard, whose territory is Wisconsin. His affable manner and pleas-



JAMES F. McCULLOUGH  
Retires from the Book Field.

ant disposition wins for him many friends in the various cities of the state.

Cincinnati, O. A discussion has arisen over the election of women as members of the board of education. A number of women teachers have been interviewed on the question and, without exception, declared themselves unalterably opposed to such a move. They fear that the women members would be meddlesome. A person, who believes in having women represented on the board, gets back at the women teachers as follows:

"If women are not capable of transacting the simple business matters that pertain to the proper carrying on of our public schools, are they fitted to do the far more important work of teaching. A mother who knew that a teacher objected to her presence at a board meeting, or in the school that her children attend, would be warranted in questioning that teacher's fitness for her place. What is their objection to women? Testimony from places where they have held the office is all in their favor. If they visit the school it is to study the ventilating and heating systems, the sanitary conditions and the possibilities in the way of general improvement."

## No Drugs.

### Just Proper Food and Rest.

The regular user of drugs to relieve pain is on the wrong track. Find the cause and remedy it by proper food and quit drugs for temporary relief or you will never get well.

A minister's wife writes:—"Three years ago, while living at Rochester, N. Y., where my husband was pastor of one of the city churches, I was greatly reduced from nervous prostration and anæmia and was compelled to go to a well-known Eastern sanitarium for my health. My stomach was in bad shape from badly selected food; I was an habitual user of Carbonate of Magnesia and my physicians made every endeavor to break up this most damaging habit, but all to no purpose.

At the sanitarium I was given Grape-Nuts and learned the value of the food. I used it continuously, eating it at nearly every meal and my recovery was rapid. Its use enabled me to eat and digest food and to give up the drug habit and I am now completely restored to good health.

At the present time I am able to attend to my household and family duties, pursue music which was formerly my profession, besides reading and studying, all of which I was totally unable to do at the time referred to." Name given by Postum Co., Battle Creek, Mich.



**Opinions of Educators.**

**Rural Schools.**

W. W. Welch, state superintendent of Montana, discussing the question of the consolidation of rural schools, made the following valuable comment:

"In the matter of transportation, the wagons should be covered and provided with curtains, laprobes, etc., for severe weather. The school should exercise as much care in the selection of the driver as they do teachers. The contract for such route should be given to the lowest responsible bidder. He should be under bonds to perform his obligations. The driver should be required to have the children on the school grounds promptly at the opening of the school, which does away with the question of tardiness and irregularity of attendance. Conveyances should call at every farm-house where there are children, the children thus stepping into the wagons at the roadside, and are set down upon the school grounds. In order to reduce, perhaps, the number of wagons, the children may be required to walk to the nearest main road traveled. There is no tramping through the snow and mud, as is now the case during the winter and early spring. With the children under the control of a responsible driver, there is no opportunity for the terrorizing of the little ones by some bully as they trudge homeward through the snow and mud from the district schools. The expenditure of these better appointments will be wise economy, for the cost per pupil is scarcely much less in the small and widely-separated schools. Such a plan quickens public interest in the schools. Pride in the quality of work to be done secures a greater sympathy and a better fellowship throughout the districts. Consolidation of rural district schools will be the morning dawn of better roads, rural delivery and the common use of telephones in the homes on the farm."

**Why Men Leave the Teaching Profession.**

State Superintendent Alfred Bayliss, of Illinois, in a recent article discusses the question, "Why Men are Dropping Out of the Teacher's Profession." He tells of finding himself at a hotel table, next to a clear-eyed, well-dressed, intelligent-looking young man, who said he was a country school teacher, received \$37.50 a month and got good board for \$9 a month. He expected to attend a summer school at a state normal school. A few minutes later the superintendent of schools in the city stated that his salary had been increased 25 per cent. and that he would receive \$1,000 a year hereafter. He would go to the State University summer school. Shortly after in a barber shop the writer found that the proprietor's receipts for the past year

amounted to \$1,340; his rent was \$7.50 a month, and his other shop expenses less than \$100, or about what it will cost the superintendent for his summer term at the university.

**Uniform Progress of Pupils.**

Tacoma, Wash. Superintendent Warner declares uniform progress of pupils impossible. "You cannot keep the carriages in a funeral procession at fixed intervals," he says. "In the attempt to keep the children of a city moving in what has been happily characterized as 'the educational lock step,' many pupils and classes are kept marking time while others are caused to pass over their work in a hurried and superficial manner."

"Classes differ greatly in ability and in opportunity for work. Teachers differ in skill and power. The work in one district may be hindered by contagious diseases or otherwise interrupted."

"System and orderly procedure do not require dead uniformity of progress."

**Moral Instruction.**

Hon. Charles R. Skinner, state superintendent of New York, in an address before the State Teachers' Association, paid attention to the subject of moral instruction in public schools.

He took exception to the statement of an educator that morality cannot be taught in public schools, and held that education should be made compatible with and inseparable from morality. "A man," he said, "may be moral without being religious, but he cannot be truly religious without being moral."

In this connection the words of President Andrews of the University of Nebraska are to the point:

"For all practical purposes, morality can be taught without dipping into religion, and all

# Educational Games

**For Study Hour, Occupation and Class Work.**

RICHARD G. BOONE, Superintendent of Schools, Cincinnati, O., Editor in Chief.

**New Mathematical Games.**

Edited by DAVID EUGENE SMITH, Professor of Mathematics, Teachers' College, Columbia University, New York, Department Editor of Mathematical Games.

**NOW READY:**

**Game of Addition and Subtraction.**

For second, third, fourth and fifth years.

By EARL TRISLER, First Assistant, 3d Intermediate School, Cincinnati, O.

**IN PRESS:**

**Game of Multiplication and Division.**

For second, third, fourth and fifth years.

By EARL TRISLER, First Assistant, 3d Intermediate School, Cincinnati, O.

**Game of Fractions.**

For second to eighth year, inclusive.

By E. W. WILKINSON, Principal 1st Intermediate School, Cincinnati, O.

These games interest even those pupils who have no natural aptitude for mathematics. Teachers find that the playing of the games benefits their pupils to a marked degree, develops a liking for arithmetic and improves the standing of the class. The games can be played in various ways and made simple or more difficult, to suit the pupils' needs, and to keep pace with their advancement.

For group work one pack should be provided for each five or six pupils, and for class work one for each eight or ten pupils.

Ask your dealer to show you our line of Educational games, or send for list, and special introductory discount to school boards and teachers. Sample pack, postpaid, 25 cents. Advance orders will be filled on publication.

Dept. D.

The Cincinnati Game Co., Cincinnati, O.

sects are becoming aware of this. Public sentiment would sanction it, should schools at once begin teaching virtues as cleanliness in speech and thought, thrift, temperance, fortitude, perseverance, veracity, the rights and laws of property, public spirit, love of country, and regard for parents, the aged, the feeble, the unfortunate and brutes. All parents wish to have their children schooled in these vastly important duties, provided the teaching is unprejudiced. The subjects mentioned can be so taught in school that no Catholic, Protestant, Jew or unbeliever will dislike the teaching or fear its effect on dogmas, church life or fealty. Moral education is one of the splendid new tasks which the Twentieth century school will achieve."

Chicago, Ill. College men may become teachers by taking a year's course at the normal school. Applicants for admission to the school are required to pass severe examinations and must stand a physical test.

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**Text Book News.**

Irish's American and British Authors is constantly gaining in favor. Frank V. Irish, 315 Wabash Avenue, Chicago, Ill., is the author and publisher.

Philadelphia has provided free text-books in all its schools for eighty-four years.

R. G. Young, superintendent, Butte, Mont., says: "The free text-book plan here is a magnificent success from every standpoint."

In the Bristol, R. I., public schools, free text-books have been furnished for nearly eighty years.

Washington, D. C., has supplied free text-books for some years. Superintendent A. T. Stewart is strongly in favor of supplying books and all other necessary articles to pupils free of charge.

Lowell, Mass. According to Superintendent A. K. Whitcomb the cost under the old plan of each pupil buying his own books was more than twice as great as under the plan of furnishing the books free by the board.

**Recent Adoptions.**

Decatur, Ill. Modern Readers (books I. II, III), Hall's Arithmetics, Frye's Geographies, New Franklin Readers (Fourth), Reed's Word Lessons, Webster's Dictionary, Hyde's Lessons in English, Montgomery's American History, Healthy Body. High School—Lockwood & Emerson's Composition and Rhetoric, Milne's High School Algebra, Overton's Advanced Physiology, Bottsford's History of Greece, Collar & Daniels' First Latin Book, Joynes-Meissner German Grammar, Myer's Medieval and Modern History, Davenport's Zoology, Milne's High School Algebra, Morrill's Civil Government, Bennett's Latin Grammar, Junior Latin Book, Cecilian Song Book No. 4, Oman's English History,

Arey's Chemistry, Myer's General History, Wentworth's Geometry, Kelsey's Cicero, White's First Greek Book, Painter's English Literature, Cooley's Physics, Genung's Rhetoric, Channing's Students' United States History, Crockett's Trigonometry, G. & K.'s Virgil, B. & S.'s English Grammar.

Albany, N. Y. Modern Music System.

De Pere, Wis. Prang's System of Drawing.

Woonsocket, R. I. Coller & Daniels' First-Year Latin Book and Frazier & Squires' French Grammar.

Davenport, Ia. Krohn's Physiology.

Ravenna, O. Montgomery's History, Cyr's Readers and Rand & McNally's Elementary and Advanced Geographies.

Cadillac, Mich. Baldwin Readers, Hyde two-book course in English and Milne arithmetic.

Columbus, O. Arnold's Primer, Coman & Kendall's History of England and Baldwin's Sixth Reader.

Marine City, Mich. Cyr's Readers.

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By **EUGENE BOUTON**

**Word Studies—A drill in words as individuals.**

**Word Building—A phonic drill.**

Over 250 illustrations make the book attractive and serve as a basis for language lessons and dictation exercises. Many of the pictures are in outline and can be reproduced by the children, thus impressing the meaning of the word and furnishing Busy Work for the school hours.

Cloth, 124 pages, retail price, 25 cents. Exchange price, 15 cents. Sample copies sent for examination upon receipt of the exchange price.

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Syracuse, N. Y. Scott & Denny's Elementary English.

Omaha, Neb. Williams & Rogers' Commercial Arithmetic.

Springfield, Ill. The Prang Drawing Books are used in the schools.

Minneapolis, Minn. "If those who are forever trying to regulate the conduct of the teachers would do a little re-regulating among themselves, the community would be better off," said Superintendent C. M. Jordan when told of the edict, prevalent in many schools of the country, which prohibits teachers from dancing after 11 o'clock and from every other form of social pleasure every day of the school week except Friday.

"The idea of attempting to dictate to self-respecting women what they shall or shall not do is reaching a height which is as presumptuous as it is absurd. Why people are eternally discussing or criticising the teachers I cannot understand," said Dr. Jordan. "They are the best class of women I know." Asked regarding the effect which the promoters of the new order especially dwell on, the bad influence exerted upon the children by the teachers who go in for a little gaiety, Dr. Jordan said that would be nil, because none of the teachers went in for social pleasures to any great degree.

"As for the Minneapolis school board's thinking of such a thing, why, it's too absurd to consider for a moment."

Lincoln, Neb. According to State Superintendent Fowler teachers are very scarce in the rural districts. He attributes this to the too prosperous condition of the farmers. He says: "For years country teachers have been hired for monthly salaries of \$25 to \$40, but now but very few competent instructors are available at that price, and most of the district cannot afford to pay more. Crops are prodigious and farmers' sons and daughters who taught school to pay their own way are now quitting the field of pedagogy to live in ease at home. What many of the districts will do is a puzzle."

St. Paul, Minn. The board has taken control of school athletics. It will decide what pupils may be members of the athletic teams, what days of the week may be used for contests, when teams may go outside the city and whether teams may play practice games with teams of institutions that are not high schools. The board may also determine the standard of physical ability that is needed for school athletics, or whether a pupil is regularly in school membership, and on the merits of the proper coach for team work.



The McIntosh Company's heliopticon seems to be a popular instrument, a large number of them having recently been furnished to leading schools. Among them might be noticed Wake Forest College, Wake Forest, N. C.; Kansas Medical College, Topeka, Kas.; Waynesburg College, Waynesburg, Pa.; American Medical Missionary College, Chicago, Ill.; University Medical College, Kansas City, Mo.; Southwest Kansas College, Winfield, Kas.; High School Canton, Ill., and numerous others.

Punctuality Buttons and Book Stamps are two new devices that are being used quite successfully in Indiana. The button is given to the child at the beginning of the school month, who wears it until absent or tardy, when he forfeits it until the beginning of another month. It does not ornament the clothing; 'tis not worn for ornament, but for influence; to influence the sub-consciousness of the child to the end that it will be punctual in any of life's callings. The book stamp is placed on the inside of a child's book that is well kept. The object is to teach the pupil to care for books, school apparatus, etc. W. S. Gibbons, Rochester, Ind., superintendent Fulton County Schools, will be pleased to answer any inquiries concerning these devices.

The State Normal School, Indiana, Pa., and Bethany College, at Lindsborg, Kas., have recently been supplied with fine Double "Imperial Stereopticons" by the McIntosh Stereopticon Company of Chicago.

J. S. McClung, Pueblo, Colo., is the inventor of a pen or pencil holder. In schools it is an advantage for the preservation of the health of the scholars to provide each one with a pen and pencil for individual use and to require the rule against indiscriminate use of such instruments to be strictly observed. The object of Mr. McClung's invention is to provide a holder for holding a number of pens or pencils separated and clearly distinguished from each other by suitable designating characters, so that each pupil will be enabled to quickly select his individual pen or pencil at the opening of the exercises and return the same correctly within the holder at the end of the day.

Suitable class pins can be obtained from Bunde & Upmeyer, Milwaukee, Wis.

Ann Arbor, Mich. A supply of kinder-

garten material bought from Thos. Charles Co.

Racine College, Racine, Wis., has just purchased one of the McIntosh "College Bench" lanterns with accessories for microscopic, physical and scientific demonstrations; as also Ellsworth College, Iowa Falls, Ia.; Union High School, Redlands, Cal.; Kansas State Agricultural College, Manhattan, Kas.; High School, Lake Linden, Mich.; High School, Pocatello, Idaho; Aberdeen Normal and Industrial School, Aberdeen, S. D.; Kaufman High School, Kaufman, Texas.

Elizabeth, N. J. Two Smith-Premier typewriters have been bought by the Board of Education.

New York, N. Y. Thirty-five Smith-Premier typewriters have been purchased by the Board of Education. The machines are for use in the offices of the district superintendents.

Lorain, O. Whether or not the schools shall be supplied with towels and soap is proving a momentous question for the board to decide.

Hastings, Mich. A supply of school desks bought from the Grand Rapids School Furniture Co. Works.

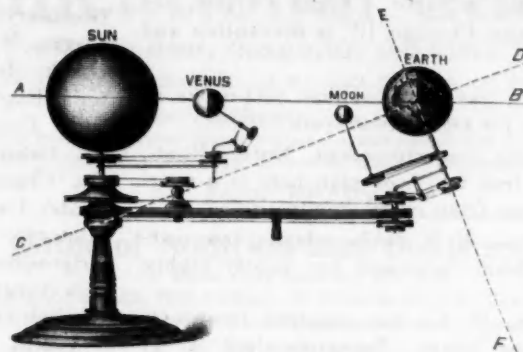
Winthrop, Minn. The school house has been equipped with electric bells in all the rooms, a great convenience in conducting the school.

Bloomington Prairie, Minn. An order for science apparatus awarded to the Central Scientific Co.

Lincoln Neb. The American School Furniture Company sold the board a supply of their Victor desks.

Wabash, Ind. The school board has bought a Smith Premier typewriter for instruction purposes.

## LAING'S PLANETARIUM



Laing's Planetarium showing Summer Solstice,—21st June. Venus at Inferior Conjunction; Moon at the New, and in Apogee, etc.

In the cut of the Planetarium, we have a view of the bodies as seen from along the plane of the Ecliptic. The line A, B, is the edge of that plane. C, D, is the edge of the plane of the Terrestrial and Celestial Equator, cutting the Ecliptic at an angle of  $23\frac{1}{4}$  degrees. E, F, is the line of the Earth's Axis, running through the poles of the Earth, and pointing in the direction of the Celestial Poles. The north Celestial Pole is a point on the Celestial Sphere  $1\frac{1}{4}$  degrees from the Pole Star. See Art. 10 in "Facts in Mathematical Geography."

### Nothing Its Equal.

Laing's Planetarium is the best thing of its kind I have ever seen. I have used three Tellurians—each costing more money than this, though none of them in my judgment so good. We hope to place several in our school.

H. E. HALL, Prin. High School, Mansfield, O.

### "Facts in Mathematical Geography" and "Supplement"

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## LAING PLANETARIUM CO.

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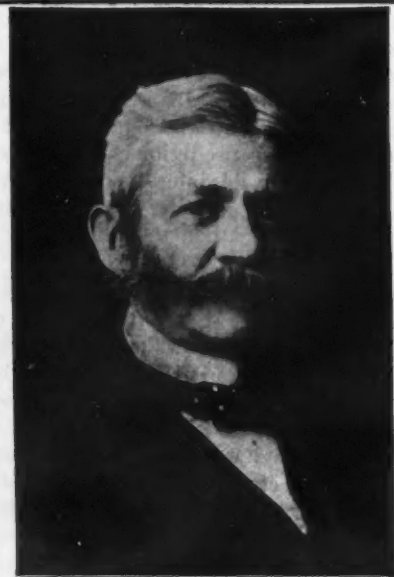
Squires' Ink Well Co., 118 Seventh Street, Pittsburg, Pa., manufactures an ink well that has proven its excellence, and which is being widely sold.

"Coler Crayons" can be had by dropping a postal of inquiry to the Prang Educational Company, Fine Arts Bldg., Chicago, Ill.

The Triangular Book Cover Co., Munnsville, N. Y., report the sale of thousands of their book covers for preserving books to school boards in all parts of the country.

School lanterns and slides, up-to-date projection apparatus, microscope attachments, are sold by the McIntosh Stereopticon Company, Chicago, Ill.

Brooklyn, N. Y. The board of education has bought two Smith Premier typewriters.



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Baltimore, Md. The Garrett County school commissioners have awarded the contract for furnishing the county school supplies for the ensuing year to the J. W. Bond Company.

W. M. Welch & Co., manufacturers of school supplies, of Chicago, will remove to Anamosa, Ia. The company has a capitalization of \$200,000.

Chatham, N. Y. A Smith Premier typewriter has been bought by the board of education.

Stevens Point, Wis. A supply of anti-dust floor dressing purchased. A supply of desks bought from the American Desk Company, kindergarten material from Thomas Charles Co., and pencil sharpeners from A. B. Dick Co.

Two Rivers, Wis. Diplomas purchased from the Caxton Co.; general school supplies from Central School Supply House; ink and erasers from J. M. Oleott & Co., and a number of sets of alphabet cards from A. Flanagan Co.

Lansing, Mich. Every school is to be equipped with a telephone.

Portsmouth, O. General school supplies procured from the National School Supply Co.

Detroit, Mich. Contract for kindergarten supplies awarded to Milton Bradley Company.

Wooster, O. The Century desk was adopted for the Third ward schoolhouse. The rivalry between the representatives of the competing concerns was spirited.

Richland, Mich. The Hancy School Furniture Company, of Grand Rapids, Mich., won out in the school desk contest.

The National School Supply Co., Youngstown, O., is prepared to make prompt shipment, of right kind of goods, at reasonable prices to any school board in the country.

Portsmouth, O. The American School Furniture Company manufactured the desks for the Highland school building.

Tiffin, O. A supply of apparatus for the high school laboratory procured from the Chicago

Supply & Scale Co.

Kansas City, Mo. Contract for desks was captured by the A. H. Andrews Co., Chicago.

Milwaukee, Wis. A purchase of 836 desks purchased from the American School Furniture Company.

Decatur, Ill. The B. Orloff lead pencil is used in the schools.

Wooster, O. The following firms submitted bids on the desk furniture for the new Fourth ward school building: The Caxton Company, Chicago; Hudson School Furniture Company, Athens, O., and O. C. Clark, Cleveland.

## Building and Finance.

Boston, Mass. The valuation of school buildings has in ten years increased 62.3 per cent.; the valuation of buildings per pupil increased 19.6 per cent.; that is, the cost of housing each pupil apparently increased 20 per cent. in the ten years. This means that not only have the buildings required by the increase of pupils been much more expensive per pupil housed, but that they have been so much more expensive that the relative cost of housing all pupils both in old houses and new ones has been increased 20 per cent.

New York City. President Burlingham of the board of education has accepted the offer of several churches or rooms in these edifices for the use of city schools, the buildings belonging to the municipality being overcrowded and thousands of new pupils seeking admission.

Cleveland, O. A movement is on foot to perfect an organization of school teachers. The promoters declare that the purpose of the association will be to alleviate certain conditions which are detrimental to the best interest of the schools, and also to inaugurate several changes for the benefit of the teachers themselves. Among the latter, it is intended to further the pension idea. A lecture course and university special instruction courses are also among the projects to be undertaken.

Springfield, Ill. The teachers are to be elected in May, instead of in June, as heretofore, in order to better subserve the interests of the teachers.

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**Illustrated Catalogue.**

Denver, Colo. The plan pursued in selecting teachers for the schools is about as follows: Those applying for positions are given an examination to determine their scholarship and the examination is so conducted that the examiner does not know whose manuscript he is examining, thus eliminating all personal reasons for showing favors. After the examination each candidate for appointment to a position appears before a committee composed of the city superintendent and the board of education, each one of whom places an estimate upon the candidate's appearance, self-possession, etc., while under a rapid fire of questions from the committee. These estimates are averaged and the candidates having the highest average in scholarship and the highest average of the estimates made by the committee receive the appointment to the vacancies. This plan is supposed to have the advantage of making merit the only qualification for appointment.

## The Lawton Simplex Printer



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96 FIFTH AVENUE. NEW YORK.

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## New York Meeting.

(Continued from page 4.)

Mr. Pound held that Mr. Schmid's paper gave rather a gloomy view of the educational conditions of the state. "He strives for the abolition of the school board, the creation of a state or even a national board of education. Is it possible," he inquired, "that school boards are stooping so low as to exact tribute of the teachers, that schools are unsanitary?" He concurred with the speaker's recommendation for more manual training and political economy. The boards of education of the state are progressive, non-partisan and patriotic.

Mr. Brandegee held that New York state is progressing educationally, but that there are abuses in some sections. Some boards are political. A bi-partisan board is not necessarily non-partisan. If we are to have the ideal man in the school board, we must first eliminate politics. But when you make a board bi-partisan—making politics the basis of organization—you do not eliminate the evils complained of.

Mr. Myer held that the Schmid paper was apt to be misunderstood. There exist conditions in localities that require correction. These are the exception rather than the rule.

Mrs. Greenhow held that the teachers' tenure of office ought to be extended beyond one year. Schools suffer, owing to the fact that teachers cannot make their plans beyond a year's time.

Dr. Schmid, in reply to Mr. Pound, stated that he feared he would be pounded to death, but Mr. Brandegee had revived him. Some men take too roseate a view of things. The dark side must also be seen. He recommended and moved that the school boards in all cities, having a population of 5,000 or more, be empowered to select school sites, instead of being voted by the people.

The motion was carried. Judge Turner of Auburn and F. E. Lyford of Waverly attested that their boards were free from political or religious influences.

Dr. Williams of Dunkirk admitted that his board was full of politics. He favored a civil service examination for a seat in the school board.

The chair then appointed the following committees:

Committee on Nominations—Hon. J. E. Pound, Lockport; Dr. H. E. Schmid, White Plains; F. E. Lyford, Waverly.

Auditing Committee—Thos. H. Bennett, Canandaigua; John E. Myer, Auburn; Jas. E. Sugden, Amsterdam.

Adjournment followed.

### AFTERNOON SESSION.

The chair called the meeting to order.

Mr. F. D. Boynton of Ithaca stated that on behalf of the Council of Superintendents he desired to make a statement. There are maintained, he stated, a number of training classes in various parts of the state. The school systems, maintaining them, are allowed \$1 per pupil in attendance, which is paid by the state. The state has a sum set aside, annually, for this purpose. It appears, however, that the fund is inadequate and covers only about 70 per cent. of the expense. The balance of 30 per cent. remains unpaid.

The superintendents passed, Mr. Boynton reported, a resolution asking the state to make good the shortage, and believing it to be expedient on the part of the school board association to pass a similar resolution.

Mr. Boynton, with the privilege of the chair, then offered the following resolution, which was unanimously passed:

Resolved, That the committee on legislation be and hereby is requested and instructed to secure, if possible, an addition to the supply bill at the next session of the state legislature, sufficient

to meet the deficit due to training schools for last year's work, and to pay the full quota of \$1 per week per pupil for the present year; and that this council pledge the committee its co-operation in the committee's effort to have the state pay one hundred cents on the dollar.

Dr. Williams moved the appointment of a Committee of Five, of whom J. E. Brandegee and Dr. H. E. Schmid be made members, who shall examine the paper read by Dr. Schmid, and shall report at the next meeting recommendations on school board organization.

Mr. Boynton stated that at the Saratoga teachers' meeting a plan was adopted by which a representative from each educational body was to be appointed—such appointees to form a conference committee on educational exhibits for the St. Louis World's Fair.

On motion, the chair was authorized to appoint such member to serve on the conference committee.

The chair appointed said committee: Hon. C. W. Edwards, president of the Board of Education, Albany.

Mr. Pound reported for the committee on nominations the following list of officers for the ensuing year:

President—George B. Turner, Auburn.

Vice Presidents—Dr. J. T. Williams, Dunkirk;

Mrs. Helen M. Greenhow, Hornellsville;

Thomas H. Bennett, Canandaigua;

B. B. Whitney, Gloversville;

J. T. Sugden, Amsterdam.

Treasurer—John Garvey, Frankfort.

Recording Secretary—A. A. Bradley, Lockport.

Executive Committee—Dr. H. Ernest Schmid;

W. A. Choate, Brookview;

George B. Fenton, Broadalbin;

John E. Pound, Lockport;

F. E. Lyford, Waverly.

On motion, the report was adopted and the officers declared elected.

Mr. Fenton moved that the next meeting be held at time and place chosen by the Council of Superintendents. It was announced that Niagara Falls had been chosen.

President Turner appointed the following committee on legislation:

John E. Brandegee, Utica;

Hon. John Raines, Canandaigua;

George McCann, Elmira;

Benjamin Hammond, Fishkill;

John E. Myer, Auburn.

It was then moved and seconded that 2,000 copies of the American School Board Journal, the official organ of the association, be purchased. Carried unanimously.

Adjourned.

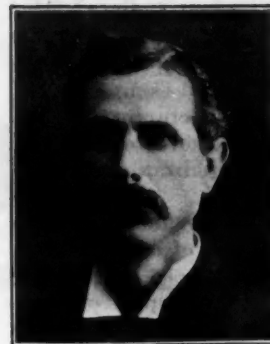
### LAST JOINT SESSION.

President Norris requested State Superintendent Skinner to preside.

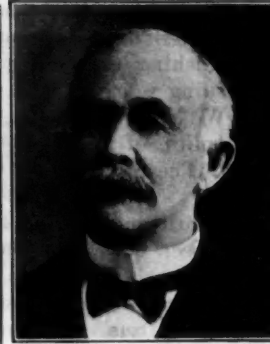
Associate Superintendent Edson of New York City opened the discussion on "Education Furnished by the Schools of To-day from the Educators' Standpoint." It depends, largely, the speaker said, the point of view taken in discussing the subject. The business man is apt to point out weaknesses which do not always appeal to the educator. The superintendent should aim to see the schools from both points of view.

First of all, the enormous progress made in the last quarter of a century should be noted. Methods have been changed. The child, rather than the subject taught, has become the center of interest.

"I want my boy to be a gentleman," said Mr. Edson—"one who carries out the golden rule. I want him to be prompt, exact and obedient. I want my boy to be filled with the spirit of truth and honesty. I want him to repel cheating and



MR. JAY LANSTRY,  
Member Board of Education,  
South Omaha, Neb.



J. O. MILNE,  
President School Board,  
Duluth, Minn.

dishonesty. I want him to be pure of heart—and stand for purity and cleanliness of thought, of action. I want him to cultivate a habit of manliness, self-control, courage and kindness. Last, but not least, I want my boy to be industrious—willing to do his part—not limited by the hour."

Superintendent Parkinson of Massachusetts continued the discussion by pointing out the difficulty of defining a concrete school. The range of occupation in our schools of to-day is larger than it was ever before. Schools do not furnish an education—they simply contribute to education.

Simplification should be the aim. All kinds of machinery has become simpler in construction and operation. Many of the devices of the schoolroom will have to be dropped. I do not believe in exhibits of schoolroom work. These exhibits are the chips of the work shop—and not the finished product. The American stands for the individual initiative. The schools should strive to cultivate self-assertiveness.

Adjourned.

### MEMBERS PRESENT.

C. W. Edwards, W. P. Burris, Chas. R. Skinner, Chas. F. Wheelock, Harlan P. French, Albany; F. E. Lyford, Waverly; Dr. J. T. Williams, Dunkirk; J. E. Brandegee, Utica; Dr. H. E. Schmid, Mrs. H. E. Schmid, W. A. McConnell, White Plains; John Garvey, Frankfort; Chas. E. Gorton, Yonkers; John E. Pound, Lockport; Geo. B. Fenton, Broadalbin; W. A. Choate, Brookview; Judge Geo. B. Turner, John E. Myer, Auburn; Mrs. Helen M. Greenhow, Hornellsville; Jas. T. Sugden, Amsterdam; A. B. Blodgett, Syracuse; Thos. H. Bennett, Canandaigua; E. G. Lantman, Port Chester; Z. B. Whitney, Gloversville, and many others.

## Alluring Coffee.

### Nearly Killed the Nurse.

When one of the family is sick, Mother seems to be the only person who can tenderly nurse the patient back to health. But we forget sometimes that it is pretty hard on Mother.

Mrs. Propst of Albany, Ore., says:—"About twenty-seven months ago, Father suffered with a stroke of paralysis, confining him to his bed for months, and as he wished Mother with him constantly, his care in a great measure fell to her lot. She was seventy-four years old, and through constant attendance upon my father, lost both sleep and rest, and began drinking coffee in quantities until finally she became very weak, nervous and ill herself.

By her physician's order, she began giving Father both Postum Food Coffee and Grape-Nuts, and in that way began using both herself. The effect was very noticeable. Father improved rapidly, and Mother regained her strength and health, and now both are well and strong. Mother says it is all due to the continued use of both Postum and Grape-Nuts."



**Southern California School Directors form an Association.**

A large gathering of school board members, representing the leading cities of Southern California, convened at Santa Ana during the fore part of the last month. The purpose was to form a permanent organization, to be known as the Association of School Directors of Southern California.

F. H. Taft, of Santa Monica, was chosen temporary chairman of the meeting; O. M. Robbins, of Santa Ana, temporary secretary, and the following committees were appointed:

On Permanent Organization—Hon. Lyman Evans, Riverside (chairman); J. W. Chase, Arlington; Victor Montgomery, Santa Ana.

On Resolutions—F. H. Taft, Santa Monica; E. E. Keech, Santa Ana; S. C. Evans, Jr., Riverside.

After this preliminary business, Hon. Lyman Evans, of Riverside, read a paper on "Our School Laws," which was followed by a general discussion, led by E. E. Keech, Victor Montgomery, S. C. Evans, Jr., J. C. Templeron and Dr. Head.

Immediately after the noon recess the meeting reconvened and adopted the reports of the committees on permanent organization and resolutions. The following are the officers elected:

President—Lyman Evans of Riverside; vice-president—G. R. Steffa of Pomona; secretary and treasurer—O. M. Robbins of Santa Ana.

The purpose of the association is stated as follows:

"Resolved. That the purposes of the organization are to improve our knowledge and efficiency as school officers, and to consider the school laws and matters pertaining to our schools from the standpoint of those who patronize and maintain them, as well as from the standpoint of those who instruct the pupils."

Meetings will be held annually at a place to be selected by the executive committee.

During the afternoon a paper on "The Accrediting System" was read by O. M. Robbins, followed by a general discussion.

Among resolutions that were adopted are the following:

"Resolved, That the School Directors' Association of Southern California believe that the best interests of the schools of our state require that the people take a more general interest in proposed school legislation, and we therefore request all school directors of the state to organize in the various counties and carefully consider all proposed changes in school law at the next general assembly, in order to assist in promoting wise and prevent unwise legislation.

"Resolved. That our grammar and high schools should have courses of study complete in themselves, furnishing the best possible preparation for life in the time given;

"Resolved, That the law which takes away from county boards of education the power to grant high school certificates and practically vesting that power in the state board of education is a denial of local self-government, and has a tendency to promote the formation of a state educational trust;

"Resolved, That while we yield to none in our loyalty to our State University and other advanced educational institutions, we will hold that our high and graded schools are safest, and will best accomplish their purposes, when left to the control of their respective committees."

The association, which is the first of its kind in the state, has been put upon a permanent basis, and is ready to fill an important place. The resolutions quoted in the foregoing paragraphs are indicative of the sentiments of the association, and it is to be presumed that it will attempt to carry out the reforms which are hinted at in the resolutions.

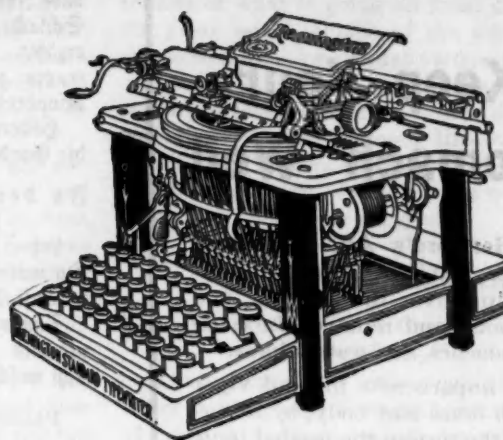
Chicago, Ill. The Hyde Park school is governed by the pupils on the Junior Republic principle. Each room elects in regular form a representative to a body, which is partly legislative and partly executive in its functions, called the senate. This body formulates a code of laws and appoints a corps of tribunes to carry them out. These laws are read to the students in each room and carefully explained, so that the reasons for their adoption and the methods of their enforcement are clearly understood, and they are posted in conspicuous places. It is said that the results already manifest are many and far-reaching. They penetrate every function of school life and influence all its relations. There is a

better spirit displayed throughout the school and it is the general verdict of the teachers that it is a success.

Omaha, Neb. Principal Waterhouse of the high school has ordered all mirrors, including hand glasses from the school building. "There is no time for any such vanity," he said.

The girls of the school are indignant. They declare the principal is inconsistent. They point out that last summer he barred shirtwaists and forbade girls wearing short-sleeved dresses or rolling up their sleeves on the excuse that he wished to have the students present a neat appearance. The rule even extends to the gymnasium, where the girls must dress without the use of a glass.

Chicago, Ill. A lunch room has been fitted up in the John Marshall High School.



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**Horsford's Acid Phosphate**  
CURES habitual stomach weakness, improves the appetite and digestion, and removes the cause of headaches and wakefulness.

It imparts new life and vigor to both brain and body, by restoring to the system the needed tonic and nerve food. Insist on having

## Horsford's Acid Phosphate

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Grammar Teacher—I see you have a new young man visiting you now. He is a professional man, isn't he?

Primary Teacher—My, no! He is too young to be more than an amateur.

Grammar Teacher—Don't be facetious. What's his profession?

Primary Teacher—Really, I don't know. I believe I'm the object of his calling.

Teacher—Now, I told you yesterday that a "conjunction" is something that connects. Johnnie, you may give me an example of a conjunction. Johnnie—A couplin' pin, ma'am.



**Her Embrace.**

Miss Grammar—I thought you had decided to embrace the profession of teaching!

Miss Normal—Yes; but a profession of love came my way and I decided to embrace that.

**Geschichtslehrer:** „Ich habe Ihnen von der großen Schlacht bei Gravelotte erzählt. Welche Elite-truppe zeichnete sich dort besonders aus?“

**Höhere Tochter:** Die—die Gardeleutenants!“

**In der Sonntags-schule.**

**Lehrer:** „Vorausgesetzt, Du wärest ein König, was würdest Du thun?“

**Tommy:** „Ich würde niemals mehr mein Gesicht waschen!“

Philanthropic Mrs. Brown adopted a boy from the street. Then began a work of reformation. She first took much pains to impress upon the mind of Thomas the fact that he was one of the family and he now had a home of his very own.

One evening the members of the household gathered in the back parlor for a social chat. The simple dinner had seemed a great feast to Thomas, and he was in a most blissful mood. He leaned back in his chair, closed his eyes, and softly sang a familiar street song.

“Thomas,” remonstrated Mrs. Brown, “it isn't good manners to hum in company.”

“But,” answered Thomas, quick as a flash, “when I'm to hum I ain't in company, be I?”

A timid woman presented herself at the Toledo board of education rooms.

“I have a little boy who runs away from school,” she said. “Will you tell me where I can find the intruding officer?”

### What He Learned.

Mother: “Did you learn anything at Sunday school to-day?”

Bobbie: “Yes'm.”

Mother: “What did you learn?”

Bobbie: “That Adam was a orphint.”

Small Boy (just home from school): “Papa, what does *gozinta* mean?”

Father: “I don't know, my son. Where did you hear that word?”

Boy: “At school. I heard the teacher say ‘6 gozinta 12 twice.’”

“How would you define ‘exercise,’ as distinguished from ‘work?’” asked the teacher.

“Exercise,” answered Johnny, “is work you like to do, and work is exercise you don't like to do.”

### Bobbie's Lesson.

Bobbie (repeating his lesson before going to Sunday school): “And then caught hold of the two pillars and pulled and pulled, and he was so strong that he pulled down the whole temple.” But I can't remember what his name was.

Mother: “Come, Bobbie, you ought to remember that; it begins with S.”

Bobbie: “Of course I know—Sandow!”

### His Great Fear.

Kind Lady—What are you crying about, little boy?

Little Boy—My little bruther has th' measles an' can't go to school.

Kind Lady—Ah, I see—you are afraid you'll catch 'em?

Little Boy—No, I'm afraid I won't.

“Don't brood over the past. If you do, you are doomed. The past is as dead as the mummy of Pharaoh. Fix your eyes ahead and be alert to the chances of the future.”—*The Schoolmaster.*

NEVER MIND if you have made mistakes in the past—the only thing to do is to see that they do not occur again. If you have been using poorly-made, unevenly-graded, or gritty lead pencils in your schools, make the change now and start the school year right by ordering a supply of

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Jersey City, N. J.



**Will Support Husband.**

School Director—But now that you are married and have a husband, you ought to resign.

Teacher—Goodness gracious! I secured a husband simply because I am teaching.

An artist was called upon by a young woman who said she would like to take half a dozen lessons in painting, in case the terms were satisfactory. She asked him what he would charge to give her that number of lessons.

“Well,” said he, “have you ever had any instruction or practice in drawing or painting?”

“No,” said she, “I have not.”

“Then I must tell you,” said he, “that half a dozen lessons would be of very little use to you. Before you should think of attempting to paint, you should learn something of drawing.”

“Oh, well,” explained the young woman, “I haven't any idea of becoming an artist; I only wanted to learn enough so I can teach!”

“Molly, I wish you would be a better little girl,” said a mother to her little daughter. “You have no idea how sorry I am to learn that your teacher is compelled to scold you.”

“Don't worry about it, mamma,” was the reply; “I am not one of those sensitive children. Half the time I don't hear what she says.”

### Quite Up to Expectations.

“Your father was disappointed in your monthly report, of course?” said the school teacher.

“No, ma'am,” replied the dull scholar.

“No? You don't mean to tell me he was satisfied with it?”

“No, ma'am, but he said he hadn't expected to be satisfied with it.”

### A Very Correct Answer.

A youngster in a suburban school was asked by the master what most people found, even in warm countries, when they got to the top of a high mountain.

“Most people find,” said the boy, “that they are out of breath.”

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Fine Arts Building, CHICAGO.

### School Fads of the Public.

BY PROF. F. SOLDAN, SUPERINTENDENT CITY SCHOOLS,  
ST. LOUIS.

Public opinion has not infrequently abused the term "fad" and branded with it almost every progressive movement in education. When I asked a prominent teacher: "What is a fad?" he answered promptly: "Anything is called a fad which is done in a different way from that in which somebody was taught when he was a child."

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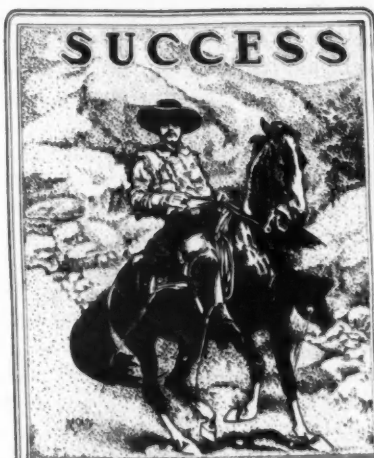
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## Success Calendar FREE



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1903**

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



THE publishers of Success have issued an exquisitely engraved 12-leaf Calendar which will be sent prepaid to any address on request.

This Calendar is one of the finest examples of the famous multi-color process, which excels lithography in its beautiful soft tones and colorings. The twelve designs are original paintings made for Success by America's leading artists and represent subjects of general and National interest.

As the demand for the "Success" Calendar will undoubtedly be enormous, requests should be made at an early date, as a second edition cannot be brought out.

**THE SUCCESS CO., Dept. P, 653 University Bldg., N. Y. City**

fad; there is the "education makes criminals" fad.

The "quick promotion" fad has done immeasurable harm. Children, against the wish and view of their teacher, have, in places, been forced into higher grades than the one for which they were fit, and their educational progress has been impaired and ruined thereby. The teacher and principal who in such cases quietly and pleasantly, but at the same time firmly, stands his ground is a blessing to the child and to the parent. One cannot help thinking in this connection more leniently of Rousseau's paradox: "The aim of education is not to gain time, but to lose it."

One of the worst fads of our day is the "extreme indulgence" fad. The practice is bad which lets the child have his way when he is unreasonable, and lets him regulate his relations to school and home in accordance with his pleasure instead of in accordance with clear duties. "I wish you would make him come to time," said a kind mother to a teacher who had sent for her on account of the frequent tardiness of the child, but the fact is, I cannot make him get up in the morning, and he will not go to bed when it is time." If the parent abdicates the educational control of his child, he makes a pernicious error and indulges in a common, but objectionable fad. The child must be taught to be faithful to his little duties as soon as his power in any direction is adequate to this educational demand.

Prof. C. O. Schoenrich, of Baltimore, Md., in an address delivered before the German-American Teachers' convention, recently held at Detroit, urged the study, in the school room, of current events and daily topics as of prime importance. The following extract from his speech shows in how high esteem he holds the reputable daily newspaper. He said:

"Only 5 per cent. of the pupils ever go through the high schools, and the majority of pupils leave the schools before they finish the sixth school year. They ought to get a good understanding of their surroundings, be prepared for actual life and citizenship, and, to this end, daily topics should be made a study.

"This aim can be reached by using the daily newspapers in the school room, and by this means the pupils will be taught how to learn from the greatest educator of our time—the press. Most all of the pupils read the newspapers at home, but there are newspapers and newspapers, and there is a great difference between keeping the young people intelligently in-

formed of what is going on from day to day in the great world outside of the schoolroom and the mere discussion of inane subjects.

"Let us lead our pupils to discriminate and acquire a taste for the reputable daily newspaper—their teacher through life—which is not only a faithful contemporary historian, but also a daily repository of the world's work in whatsoever field it may be engaged."

### What Causes Deafness.

The Principal Cause is Curable but Generally Overlooked.

Many things may cause deafness, and very often it is difficult to trace a cause. Some people inherit deafness. Acute diseases like scarlet



fever sometimes cause deafness. But by far the most common cause of loss of hearing is catarrh of the head and throat.

A prominent specialist on ear troubles gives as his opinion that nine out of ten cases of deafness is traced to throat trouble; this is probably overstated, but it is certainly true that more than half of all cases of poor hearing were caused by catarrh.

The catarrhal secretion in the nose and throat finds its way into the Eustachian tube and by clogging it up very soon affects the hearing, and the hardening of the secretion makes the loss of hearing permanent, unless the catarrh which caused the trouble is cured.

Those who are hard of hearing may think this a little far fetched, but any one at all observant must have noticed how a hard cold in the head will affect the hearing and that catarrh if long neglected will certainly impair the sense of hearing and ultimately cause deafness.

If the nose and throat are kept clear and free from the unhealthy secretions of catarrh, the hearing will at once greatly improve and anyone suffering from deafness and catarrh can satisfy themselves on this point by using a fifty cent box of Stuart's Catarrh Tablets, a new catarrh cure, which in the past year has won the approval of thousands of catarrh sufferers, as well as physicians, because it is in convenient form to use, contains no cocaine or opiate and is as safe and pleasant for children as for their elders.

Stuart's Catarrh Tablets is a wholesome combination of Blood root, Guaiacol, Eucalyptol and similar antiseptics and they cure catarrh and catarrhal deafness by action upon the blood and mucous membrane of the nose and throat.

As one physician aptly expresses it: "You do not have to draw upon the imagination to discover whether you are getting benefit from Stuart's Catarrh Tablets; improvement and relief are apparent from the first tablet taken."

All druggists sell and recommend them. They cost but fifty cents for full sized package and any catarrh sufferer who has wasted time and money on sprays, salves and powders, will appreciate to the full merit of Stuart's Catarrh Tablets.

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### Music Boxes in the Schools.

The beneficial effects of music at meals is so well understood by all who study the subject that it seems really surprising that so few have availed themselves of the facilities afforded by recent inventions, which enable them to supply their homes with automatic music at a very moderate cost. The custom of having music by special performers at meal-time practically went out with the feudal system, and although it has been retained in military and naval circles wherever the services of a band were available, yet it is improbable that it will ever be fully restored. The growing, or rather reviving, popularity of music as an accompaniment of meals is shown by the introduction of bands of musicians in most of the fashionable restaurants, and it is probable that the example thus set will be widely followed, although it is likely that in many cases automatic music will be substituted for paid performers. In private families automatic music will undoubtedly have the preference, not only on account of economy and convenience, which are of themselves important considerations, but because the better kinds of automatic musical instruments produce more pleasing effects and furnish an almost unlimited variety of compositions from which selections may be made.

For a long time music-boxes have been used as a substitute for the piano or other instrument which requires a skillful performer. A good cylinder music-box produces pleasant melody, but the repertoire of even the largest and most costly of the Swiss boxes is necessarily limited, and its tunes, no matter how well selected, are likely to become monotonous from frequent iteration. Modern invention has removed this difficulty by making music-boxes with movable discs of tune sheets, and as new discs are constantly made, the latest music may be had at small cost.

The Regina advertised in our columns from month to month is the best known of these disc music-boxes. It is made by a reputable firm with large resources, which assures to the user the possibility always of obtaining the latest music.

For school-room use where a piano is not available, music-boxes are made to meet all requirements for singing or marching.

Livingston, Mont. Rate of tuition to non-resident pupils fixed at \$15 per half year, payable in advance.

Moline, Ill. Non-residents are required to pay tuition rates as follows: For high school—\$3 a month in advance, or \$25 a year in advance. For grade schools—50 cents a week in advance, or \$16 a year in advance.

### HAND SEWING LESSONS.

A text-book for Normal Classes, Public Schools and Homes with over one hundred illustrations. It presents the popular method in print with explicit instructions for teachers.

Cloth, price 35 cts., by mail 40 cts.

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Department S. - - - - - Detroit, Mich.

### New Books.

"Elements of Agriculture with Industrial Lessons," published by D. C. Heath & Company, contains descriptions and anecdotes about dogs, horses, poultry, house-keeping, gardening, storekeeping and various kinds of crops. The text and pictures are so simple and interesting that

the book will prove a favorite with children.

The third book of two New Jersey superintendents, A. J. Demarest and William Van Sickle, has been issued in the series of New Education Readers by the American Book Company. It is devoted especially to the development of obscure vowels, initials and terminals, mapped out according to the months of the year. The authors have selected their stories and poems so that the Pilgrims appear in November, Christmas games in December and snow-balling in January. The book aims to develop even in the earliest years a literary taste. Such authors as Helen Hunt Jackson, Alice Cary, Celia Thaxter and Hans Anderson have been drawn on for the material. The pictures by F. S. Church, Gleeson, C. S. Reinhart, W. Read, Paul King and others are specially good.

"Arithmetic Without a Pencil," just published by D. C. Heath & Company, gives 200 pages of mental arithmetic lessons, graded for beginners, and carrying the work through the primary grades.

J. B. Lippincott Company has just published a Primary Dictionary by Dr. Worcester. The publishers pride themselves on the completeness of the definitions, often so meager in a primary dictionary as to be unintelligible to the young student.

### Early American Orations.

1760-1824. Edited with an introduction and Notes, by Louis R. Heller, Instructor in English in the De Witt Clinton High School, New York City. 199 pages. Price, 25 cents. Published by The Macmillan Company, New York, Chicago.

This little volume is entitled to a place in the school library. The average citizen can well afford to carry it with him, until he has fully imbibed the thoughts and sentiments of the statesmen of earlier days in the history of this country.

### Practical Aids in Literature.

Number One. Irving's Selections. The Legend of Sleepy Hollow and Rip Van Winkle. Arranged by J. W. Graham for School Use. 94 pages. Price, 25 cents. Published by The Whitaker & Ray Company, San Francisco, Cal.

A handy and neat edition of these stories in flexible paper covers. The edition has added exercises in spelling and definitions—a commendable feature—and many questions to test the understanding with which the pupils have read the stories. There are also many facts on historical points that are valuable. The intelligent reading of these stories will lead to the further study of the best literature.

### Special Days in School.

With Library Selections. Arranged by Jean L. Gowdy, Principal Washington School. 219 pages. Published by School Education Company, Minneapolis.

Fourteen special days more or less generally observed in the schools and by the people are made the subjects around which are grouped these excellent exercises. Programs are arranged, suitable for schools or families, with references to sources from which appropriate se-

lections may be taken. Many choice pieces of literature are given in full, with a number of musical selections and some historical illustrations. The book is crowded full of good things that the little folks, and the larger as well, will heartily enjoy.

### Italian Painting.

By John C. Van Dyke, L. H. D., Professor of the History of Art in Rutgers College. 28 pages. Price, 50 cents. Published by A. W. Elson & Company, Boston, New York.

A little monograph by one who is recognized as an authority on the subject, not claiming to be more than a brief outline of the subject, but published as one of a series intended to awaken an interest in Italian painting. It traces the beginning and progress of the art, and is illustrated by some fine photogravures of famous paintings.

### The Bacchae of Euripides.

The Text and Translation in English Verse by Alexander Kerr, Professor of Greek in the University of Wisconsin. 127 pages. Published by Ginn & Company, Boston, New York, Chicago, Atlanta.

This famous old poem is reproduced in the original Greek with the English translation made by Prof. Kerr. The translation is in blank verse and is a most commendable piece of literary work. The flavor and spirit of the original is as well preserved as this can be done in the English.

### The Value of Charcoal.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow Charcoal, and other harmless antiseptics in tablet form or rather in the form of large, pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

A Buffalo physician, in speaking of the benefits of charcoal, says: "I advise Stuart's Absorbent Lozenges to all patients suffering from gas in stomach and bowels, and to clear the complexion and purify the breath, mouth and throat; I also believe the liver is greatly benefited by the daily use of them; they cost but twenty-five cents a box at drug stores, and although in some sense a patent preparation, yet I believe I get more and better charcoal in Stuart's Absorbent Lozenges than in any of the ordinary charcoal tablets."



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## Mental and Moral Discipline.

BY CHARLES HANSON.

We are fond of lauding our public schools, and are heartily glad of the opportunity they afford for securing an education. We are justified in feeling this pride and this gratitude. But the schools are not everything in the development of the citizen.

Character—mental strength, moral force, are not developed more by the so-called head-work of the school than by laboring with the hands. The child, whose school life is supplemented by the performance of some daily duty, requiring physical labor, acquires a mental and moral discipline that is of more value than any amount of schooling can be without that labor.

While at school we try to fit the mind to respond properly to the appeals made to it in the course of its experience in school and out of school, and after school days are ended. We do not educate, but endeavor to excite mental and moral activities that are of proper nature and are likely to prove more or less persistent or permanent—to give to the mind power to educate itself.

Some men spent little time in school, some much. Among those of both classes some are educated, and some are not. If they know something and know it as a matter of experience apart from its connection with some text-book; if they are able and willing to do something, the doing of which results in enlarging the world's stock of happiness; if they can give fair, common-sense judgments on questions of everyday life; then in so far as they know and can do these things, they are educated—no less and no more so if they spent a short time in school than if they can parade college degrees.

I would not detract from the value of the public school. Next to the home it is the greatest agency for the preservation and advancement of modern civilization. But I would give emphasis to the thought that it is the function of the school to fit the child to be able to see, and willing to maintain, the proper relations of himself to society and the state. I would have the child distinguish between what is proper in present, social and political life, and what is improperly mixed into that life that poisons it. The school is helping to this end and the more so in proportion as the child brings to school work experiences of actual performance of some of the duties of life outside.

It is no mere fancy that the child, who is trained to feel responsibility for the performance of some daily labor, out of school, is thus better fitted to perform mental work anywhere, in school or out. Sound reasoning justifies the theory, and this truth is evidenced by facts of

observation and experience. The secret lies in the feeling of responsibility as well as in the fact that proper labor is attended with its appropriate mental and moral activity.

The Milwaukee Teachers' Association is obtaining information relative to living expenses, to be used to support its claim for an increase in salary of the lower grade teachers. Two lists, for this purpose, have been prepared, containing numerous questions, as follows:

Basis of estimates for yearly cost of good living.

### FOR MEN.

1. Rent.
2. Light and fuel.
3. Table expenses.
4. Repairs and additions to household equipment.
5. Service.
6. Clothing and care of same, man.
7. Clothing and care of same, wife.
8. Clothing and care of same, children.
9. Newspapers and periodicals.
10. Books.
11. Church and charity.
12. Public spirit.
13. Amusements and concerts, etc.
14. Car fare and travel (not recreative).
15. Extra expense for summer outing.
16. Health, doctor, dentist, medicine.
17. Insurance premiums, life and fire.
18. If a man be a teacher, physician, or in any other profession, add for special periodicals, societies, conventions and mutual benefit funds.
19. Hospitality.
20. Other items, specify.
21. Sinking fund that ought to be laid aside each year for emergencies.

Total yearly estimate for a good living—\$...

Basis of estimates for yearly cost of good living.

### FOR WOMEN.

1. Room.
2. Board.
3. Service.
4. Clothing.
5. Newspaper and periodical literature.
6. Books.
7. Church and charity, etc.
8. Amusements, concerts, etc.
9. Car fare and travel (not recreative).
10. Extra expense for summer outing.
11. Health, doctor, dentist, medicine.
12. Insurance premiums, life and fire.
13. Professional literature, societies and conventions.
14. Other items, specify.
15. Sinking fund that ought to be laid aside each year for emergencies.

Total yearly estimate for a good living—\$...

Joliet, Ill. D. F. Brown, principal of the high school, holds that the function of the high school is to equip the student in whatever of the higher branches he may desire to pursue, and that if he is qualified for the work in the branches he wishes to study he is entitled to admission to the high school whether he has completed the full prescribed course in the grades below or not. His contention is that in this way many students could be helped to the education they desire, who are now discouraged by the loss of time they must experience in going backward over work for which they will have no use and which will not really benefit them in any way, but which they must have in order to enter the high school under the system now in vogue.

Germania-Kalender for 1903. Published by Geo. Brumder, Milwaukee, Wis.

This almanac, in its ideas, is German-American. It contains many well selected stories for the family; a general review of the past year, and much valuable information for everybody.

## A Test Experiment.

Peculiar Power Possessed by a New Medicine.

Of new discoveries there is no end, but one of the most recent, most remarkable and one which will prove invaluable to thousands of people, is a discovery which it is believed will take the place of all other remedies for the cure of those common and obstinate diseases, dyspepsia and stomach troubles. This discovery is not a loudly advertised, secret patent medicine, but it is a scientific combination of wholesome, perfectly harmless vegetable essences, fruit salts, pure pepsin and bismuth.

These remedies are combined in lozenge form, pleasant to take, and will preserve their good qualities indefinitely, whereas all liquid medicines rapidly lose whatever good qualities they may have had as soon as uncorked and exposed to the air.

This preparation is called Stuart's Dyspepsia Tablets and it is claimed that one of these tablets or lozenges will digest from 300 to 3,000 times its own weight of meat, eggs and other wholesome food. And this claim has been proven by actual experiments in the following manner: A hard boiled egg cut into small pieces was placed in a bottle containing warm water heated to ninety-eight degrees (or blood heat), one of these Tablets was then placed in the bottle and the proper temperature maintained for three hours and a half, at the end of which time the egg was as completely digested as it would have been in a healthy stomach. This experiment was undertaken to demonstrate that what it would do in the bottle it would also do in the stomach, hence its unquestionable value in the cure of dyspepsia and weak digestion. Very few people are free from some form of indigestion but scarcely two will have the same symptoms. Some will suffer most from distress after eating, bloating from gas in the stomach and bowels, others have acid dyspepsia or heartburn, others palpitation or headaches, sleeplessness, pains in chest and under shoulder blades, extreme nervousness as in nervous dyspepsia, but they all have same cause, failure to properly digest what is eaten. The stomach must have rest and assistance, and Stuart's Dyspepsia Tablets give it both, by digesting the food for it and in a short time it is restored to its normal action and vigor. At same time the Tablets are so harmless that a child can take them with benefit. This new preparation has already made many astonishing cures, as for instance, the following:

After using only one package of Stuart's Dyspepsia Tablets I have received such great and unexpected benefit that I wish to express my sincere gratitude. In fact it has been six months since I took the package and I have not had one particle of distress or difficulty since. And all this in the face of the fact that the best doctors I consulted told me my case was Chronic Dyspepsia and absolutely incurable as I had suffered twenty-five years. I distributed half a dozen packages among my friends here who are very anxious to try this remedy.

Mrs. Sarah A. Skeels,  
Lyonville, Jasper Co., Mo.

Stuart's Dyspepsia Tablets are sold by druggists everywhere at 50 cents for full sized packages.





## New Schools

### CALIFORNIA.

Redlands—Arch. F. T. Harris drew plans for the new school to be built here.

### CONNECTICUT.

New Haven—Archts. Cady, Berg & See, 31st and 17th streets, New York City, planned the new building for Yale University.

### GEORGIA.

Gainesville—A \$20,000 school will be erected here, according to plans of J. W. Golucke, architect, Atlanta, Ga.

### ILLINOIS.

Chicago—Archts. Shepley, Rutan & Coolidge, Old Colony bldg., are preparing plans for a \$200,000 building for the University of Chicago. Warsaw—Archts. Reeves & Ballie, Y. M. C. A. bldg., have drawn plans for a \$20,000 school to be erected.

### INDIANA.

Connersville—Archts. Patton & Miller, 153 La Salle street, Chicago, Ill., with Archts. Reed & Heckenlively, 302 College bldg., Springfield, Mo., as associates, have had their plans accepted for a \$46,000 high school. Jonesboro—New school contemplated.

### INDIAN TERRITORY.

Ardmore—\$25,000 bonds have been issued for new school; R. W. Dick, mayor.

### IOWA.

Eagle Grove—A public library to be built; Eugene Schaffter, secretary library board. Creston—Arch. W. S. Joseph has prepared plans for a new school.

### KENTUCKY.

Wickliffe—A new school contemplated; J. W. Strohm, clerk.

### LOUISIANA.

Vinton—Arch. I. C. Carter, 818 Ryan street, Lake Charles, La., drew plans for new school.

### MAINE.

Bath—The plans of Wm. R. Miller, architect, Lewiston, Me., have been selected for new school to be built.

### MARYLAND.

Eastport—Arch. Otto Gottschall, Annapolis, Md., has plans for the \$8,000 school to be built. Owings Mills—Arch. Jackson C. Gott, Baltimore, has plans for an administration building for Maryland School for Feeble Minded; \$100,000.

### MASSACHUSETTS.

Winchester—Arch. H. D. Hale, 15 Exchange street, Boston, has drawn plans for the new school to be erected. Brockton—A \$200,000 high school will be built. Worcester—Arch. J. W. Donahue, Springfield, Mass., is completing plans for a 12-room school for St. Anne's parish, Rev. J. P. Tuite, pastor.

### MICHIGAN.

Port Huron—Archts. Patton & Miller, 153 La Salle street, Chicago, Ill., with Arch. Geo. L. Harvey, Port Huron, as associate, had their plans accepted for the \$40,000 Carnegie library to be erected. Painesdale—Alexander C. Eschweiler, Goldsmith bldg., Milwaukee, planned the Sarah Sargent Paine Memorial library to be erected; \$30,000. Delray—Archts. Malcomson & Higginbotham, 53 Moffat bldg., Detroit, Mich., have prepared plans for a 15-room school to be erected.

### MINNESOTA.

Nassau—Arch. E. S. Stebbins, Minneapolis, Minn.,

planned the 4-room school to be erected; \$8,000.

### MISSOURI.

Kansas City—\$500,000 is to be used for new schools here. St. Louis—Arch. C. W. Pomeroy, 4338 Delmar boulevard, has prepared plans for an addition to school; \$2,500.

### NEBRASKA.

Falls City—Arch. A. E. Hoffer has prepared plans for the new school to be erected. Naper—Arch. Lou Vaughan, Blair, Neb., drew plans for a \$2,000 school.

### NEW HAMPSHIRE.

Manchester—Archts. Chickering & O'Connell have prepared plans for a school addition for Rev. D. M. Bradley; \$5,000.

### NEW JERSEY.

Bernardsville—Arch. P. C. Van Nuys, Somerville, N. J., has prepared plans for a 4-room school to be erected; \$7,000.

### NEW MEXICO.

Floravista—A new school contemplated.

### NEW YORK.

New York City—Archts. McKim, Mead & White, 160 Fifth avenue, have plans for a \$65,000 building for the New York public library, 40 Lafayette place. Troy—School No. 5 will be rebuilt, according to plans of Edw. W. Loth, architect, 253 Broadway. New York City—Arch. C. B. J. Snyder, Park avenue and 59th street, has plans for two schools, on Amethyst, near Morris Park avenue; \$65,000. Rotterdam Junction—Two schools to be erected; N. V. Buys, trustee, District No. 4. Ithaca—Archts. Carriere & Hastings, New York, City, are preparing plans for new hall of physics for Cornell University. Binghamton—Plans for the \$75,000 Carnegie library are being drawn. Write I. T. Deyo and C. F. McCormack for information.

### OHIO.

St. Martin—Architect Edward Schlochtermeyer, Linn and Hopkins streets, Cincinnati, is drawing plans for Catholic school to be built. Lancaster—Architects Richards, McCarty & Bulford, Ruggery building, Columbus, O., have plans for a building for the Boys' State Industrial School to be erected; \$45,000. McClure—A new school to be erected, planned by Kramer & Harpster, architects, Findlay, O. Canton—A library to be erected, planned by Guy Tilden, architect, 34 Schaefer block. Athens—A new building at the Ohio University has been approved by the governor; \$45,000; Frank L. Packard, Columbus, O., is the architect. Cleveland—St. Colman's congregation has decided to build a 12-room school; Rev. James O'Leary. Hudson—An administration building to be erected for the Cleveland Training Home for Boys; Harris R. Coolen, director of charities and correction, Cleveland, O. Akron—A building to be added to Buchtel College; Herbert Briggs, architect, Cleveland, O. Cambridge—A public school library to be erected according to plans of Frank L. Packard, architect, Columbus, O. Cleveland—Arch. W. P. Ginther, Akron, O., has prepared plans for a 12-room school for St. Colman's congregation, Rev. James O'Leary, pastor; \$5,000.

### PENNSYLVANIA.

Harbourville—J. W. Yard & Son architects, Erie, Pa., drew plans for new 4-room school to be built. Philadelphia—Architect J. Horace Cook, City Hall, drew

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(MENTION THIS PAPER)

plans for the new \$50,000 school at Second and Wolf streets. Coatesville—Architect H. G. Dagitt, Philadelphia, Pa., has plans for a parochial school for St. Cecilia's Roman Catholic Church; \$10,000. Bryn Maur—Bryn Maur College will erect new \$200,000 library; W. Gray, superintendent. Meadville—Architect Edw. J. Lewis, Boston, Mass., has completed plans for a \$20,000 college at the Meadville Theological School. Sharon—Architects Dennison & Miller, Crandall block, Youngstown, O., have plans for a 12-room school; \$60,000.

Philadelphia—Arch. J. Horace Cook, city hall, planned the school to be erected at 57th street and Haverford avenue. Scranton—Arch. Edward Langley, Connel bldg., has plans for a manual training school at Adams and Pine streets, to cost \$40,000. Wilkesbarre—Arch. W. W. Neuer, Jr., 80 Hill street, has plans for a school in Plains Township. Pittsburg—Arch. Sidney F. Heckert, Stevenson bldg., is preparing plans for a \$50,000 Catholic school. Windber—A 12-room school to be erected; Orlando J. Shank, president.

### OREGON.

Tillamook—Architect Chas. Burggraf, Albany, Ore., drew plans for the \$5,000 school to be built for District No. 9.

### OKLAHOMA.

Okeene—New school contemplated; H. A. Hastings, clerk.

### RHODE ISLAND.

Pawtucket—Architects Wm. R. Walker & Son, Providence, R. I., drew plans for a \$30,000 school to be built.

### SOUTH CAROLINA.

Edgefield—Architects Wheeler & Runge, Charlotte, S. C., are preparing plans for a new school to be erected.

### SOUTH DAKOTA.

Ronbax—Architect Chas. A. Randall, Waite building, Deadwood, S. D., is preparing plans for a 3-room school to be built here. Huron—Architect Arthur W. Cole, 715 Marquette building, Chicago, Ill., is preparing plans for three college buildings for Huron College; \$40,000 to \$50,000.

### TENNESSEE.

Wartrace—A \$5,000 college to be erected by the People's Training School. Franklin—Architects Brown & Brown, 126 N. Spruce Street, Nashville, have plans for a new school; \$12,000. South Knoxville—A \$3,700 school to be erected, planned by L. C. Waters, architect, same city. Springhill—Architects Brown & Brown, 126 N. Spruce Street, Nashville, Tenn., have plans for new \$3,000 school. Knoxville—An addition will be built to the Moses school (white). Address John W. Green, president.

### TEXAS.

Temple—Glenn Allen, architect, Waco, Tex., drew plans for a \$10,000 library.



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Temple—Glenn Allen, architect, Waco, Tex., drew plans for a \$10,000 library. Hico—\$6,750 bonds to be issued for new school. Colmesneil—A new school to be erected. Brandon—Architect Glenn Allen, Provident Bldg., Waco, Tex., planned new 6-room school to be erected. Marshall—Two schools to be erected to cost \$11,900. Killeen—A \$96,000 school to be built; 8 rooms, architect, Glenn Allen, Waco, Tex. Architects Messer & Smith, Waco, Tex., planned new 3-story school to be built. Denton—The regents of the Girls' Industrial School contemplate new \$45,000 building. Arlington—\$12,000 bonds to be issued for new school. Mineola—\$8,000 bonds to be voted for new school. Houston Heights—A \$5,000 school to be erected. Harleton—New school contemplated. Anderson—New school to be built. Harleton—C. G. Lancaster, architect, Marshall, Tex., planned the new 3-room school, costing \$1,600, to be erected. Sweetwater—Glenn Allen, architect, Waco, Tex., planned the new school. Richmond—C. H. Page, Jr., architect, Austin, Tex., designed school to be erected. Lewisville—Architect Overton Parr, of the Nelson Architect Co., Sherman, Texas, has prepared plans for new school to be erected.

## UTAH.

Castlegate—School to be erected; W. D. MacLean, chairman. Ogden—4 additional school rooms to be erected to Pingree school, according to plans of Smith & Lilley, architects, 319 Eccles Building.

East Jordan—An 8-room school to be erected according to plans of J. A. Headlund & Co., architects, 523-24 Dooly Bldg., Salt Lake City. Weber—Architects F. C. Woods & Co., 56-57 First National Bank Bldg., Ogden, Utah, drew plans for the West Weber school. Springville—R. C. Watkins, architect, Provo, Utah, planned new school.

## VIRGINIA.

Old Point Comfort—Architect Thos. C. Kennedy, 113 N. Charles Street, Baltimore, Md., drew plans for an addition to Old Point Comfort College. Norfolk—Architect Vance Hebbard, 76 Charlotte St., is preparing plans for a school in the Seventh ward; \$16,000. Newport News—Architect H. C. Snead has plans for Hampton Roads Military Academy; \$40,000. Bridgewater—Architects W. M. Bucher & Son, Harrisburg, Va., are preparing plans for school for Bridgewater College; \$15,000. Glencaryn—Arch. Clarence T. Harding, 1316 G street, N. W., Washington, D. C., has prepared plans for a school to be erected here. Burkeville—Architect D. E. Sheridan, 6117 Penn avenue, Pittsburg, Pa., planned a 4-story school for the Ingleside Seminary, \$20,000.

## WASHINGTON.

Dayton—A school to be erected in District No. 2; E. W. Clark, clerk. Hartline—Bonds to the amount of \$4,000 have been issued for new school.

## WEST VIRGINIA.

Elkins—\$10,000 has been subscribed towards a new Elkins College. Dr. A. H. Hamilton may be addressed. Clarksburg—Architect E. J. Wood has plans for a 4-room school.

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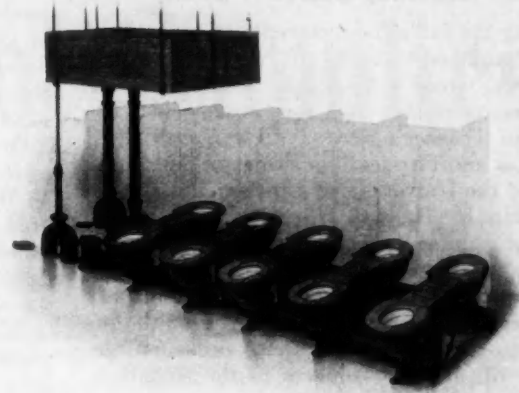
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Charleston—Architect L. A. Bellonby, Ashland, Ky., drew plans for the new high school.

## WISCONSIN.

Bloomer—A \$10,000 new high school to be erected. Kenosha—Architects Dickinson & Gastra have prepared plans for a school for District No. 2, for Town of Somers; \$2,000. Wausaukee—Architect Derrick Hubert, Menominee, Mich., has prepared plans for a high school to be erected; \$8,000. Wildrose—Architects Van Ryn & DeGelleke, Milwaukee, Wis., have prepared plans for a \$10,000 school. Parkfalls—A. E. Parkinson, architect, Sparta, Wis., drew plans for the new \$5,000 school. Viola—An addition to be erected to school here. A. E. Parkinson, architect. Bloomer—A \$15,000 school to be built, planned by A. E. Parkinson, architect. Bruce—A \$10,000 school to be erected, planned by A. E. Parkinson, architect. Reedsburg—\$30,000 bonds to be voted on for new high school. Fond du Lac—Architects Van Ryn & DeGelleke, 211 Grand Avenue, Milwaukee, planned the \$50,000 library to be erected here. Milwaukee—Architect Geo. C. Ehlers, 758 Third street, drew plans for the Twentieth Ward school to be built. Taychedah—A new school to be erected, planned by Architect A. D. Werner. Hilbert—An \$8,000 school contemplated.

Rice Lake—School to be erected in District No. 3, town of Stanford; L. M. Knutson, clerk. Luck—A new school contemplated. Write Charles Paulson. Green Bay—Arch. H. A. Foeller has prepared plans for a new wing to St. Joseph's Academy for Young Ladies; \$8,000. Mineral Point—\$30,000 bonds to be voted on for new school. Ed. Brown, city clerk. Milwaukee—A new school to be erected in the Nineteenth ward. An appropriation of \$150,000 has been asked for new high school on north side.

## CANADA.

St. John, New Brunswick—Architect G. E. Fairweather drew plans for the Carnegie library to be erected here.

Ottawa, Ontario—The new library to be erected here was planned by G. M. Bayly, architect.

St. Catharines, Ontario—A \$20,000 Carnegie library

to be erected, according to plans of S. R. Badgley, architect, 1273 Euclid avenue, Cleveland, O.

Dallas, Tex. Corporal punishment is permissible. However, teachers are forbidden in any case or under any pretense to punish children in the schools by striking or slapping them on or about the head or in the hand or by shaking them violently. The punishment, furthermore, is not to be administered in the presence of the school, but in the presence of the principal or superintendent and of one or more teachers.

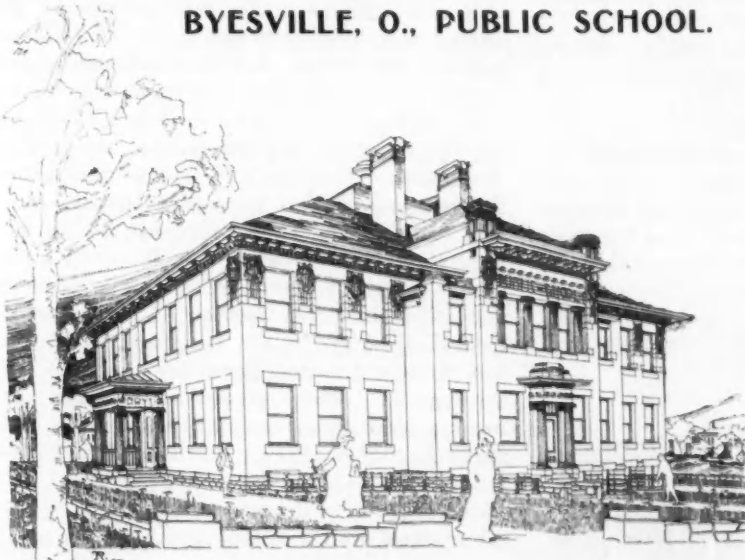
Parents are permitted to file with the principal a written request that their children be not corporally punished. Such children may be suspended for disorder, idleness and inattention to duties, for a period of not more than ten days for each offense; but no such child can be readmitted after a third suspension without the action of the board.

Cleveland, O. Dr. J. C. Culbertson believes in prohibiting principals, teachers or janitors from inflicting corporal punishment upon the person of pupils. He would instead assign all unruly children to a room set apart for the reception of such pupils.

Crystal Falls, Mich. The teachers have been served with notice that they must not attend dances or other social functions which keep them out after 11 o'clock at night if school is in session the following day. Dismissal is the penalty for violation.

New York City. Andrew W. Edson has been elected associate superintendent, to succeed John Jasper. The position pays \$5,500 a year, and the tenure of office is six years.

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Among the fall announcements of educational books a number of books are noted in Messrs. Longmans, Green & Co.'s list. One of the announcements is that of a new volume in "The American Teacher's Series," "The Teaching of Chemistry and Physics," by Professor Alexander Smith of the University of Chicago and Professor Edwin H. Hall of Harvard. This makes the third volume to appear in this series, the previous volumes being Bennett & Bristol's "Teaching of Latin and Greek" and Bourne's "Teaching of History and Civics." It is the intention to include in this series books on the teaching of all the subjects in the secondary school curriculum.

Another is "A College Manual of Rhetoric," by Professor Charles Sears Baldwin of Yale University. This book meets a distinct need in advanced classes in rhetoric and that it gives promise of firmly establishing itself is seen by its immediate adoption in such institutions as the University of Chicago, Yale University, Boston University, and other schools of like standing.

Another book of distinctive character is "Interpretive Reading: A Manual of Rhetoric and Oratory for Use in Colleges, Normal and Secondary Schools," by Cora Marsland of the Kansas State Normal School. The three main divisions of this book are: Interpretive Reading, Breathing, Vocal Culture and Gesture. The selections in the book, of which there are some sixty, are among the choicest pieces of literature. For classes in normal schools especially, or any school doing work in elocution and oratory, Miss Marsland's book will fit admirably.


A new book by Professor C. W. Oman of Oxford University always commands attention. This time we have "Seven Roman Statesmen of the Later Republic: The Gracchi, Sulla, Crassus, Cato, Pompey, Caesar." This book is a series of studies of leading men of the century, intended to show the importance of the personal element in those miserable days of storm and stress. The book is one of value to the student of history and is written in excellent style. A new edition of Professor Oman's "History of Greece," revised and enlarged, has recently been published.

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A careful and well-written history of England from the earliest times to the Reform Act of 1832, with special reference to constitutional developments, is a new book by Lucy Dale of Somerville College, Oxford, "The Principles of English Constitutional History."

One of the successful elementary English histories was "English History for Americans," by T. W. Higginson and Professor Edward Channing. This book has passed through several editions and has now been re-written and enlarged by the authors and many new maps added, with the result that this well-known book is now one of the best text-books on English history on the market. Dr. Harris, United States Commissioner of Education, characterizes this book as "the best introduction to the study of English history ever made."

Chicago, Ill. A means of helping the teachers to become more valuable in their positions is a new rule which permits the superintendent to grant a leave of absence to successful teachers, who wish to study in universities or abroad. The teacher taking advantage of this offer will secure the leave, but will receive no salary while absent.

West Hazelton, Pa. Monthly school examinations have been discarded; but two examinations are to be held each year.

Henderson, Ky. All teachers are required to open school with prayer or songs.

Lincoln, Neb. Dancing is not permitted in the high schools.

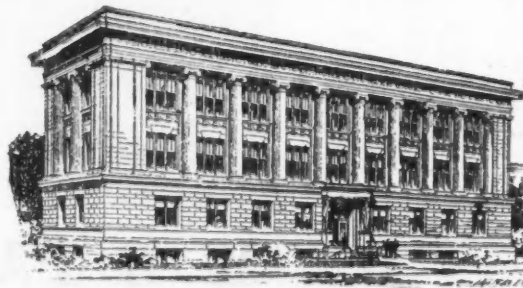
Oakland, Cal. No school can hold a festival, exhibition, convention, excursion or picnic unless authorized by the board.

Lead, S. D. The practice of teachers and pupils attending evening parties and entertainments during the school week is discouraged by the board.

Iron Mountain, Mich. The board purchased a printing outfit to be used by the pupils in publishing the school paper and do the printing for the school board. All work will be done by the pupils of the high school.

Rochester, N. Y. There is a complete system of sanitary inspection of the schools, frequent reports being made to the health authorities, by inspectors, on printed blanks and covering all sanitary points of each school building, and no new schools have been built for a long time, the plans for which have not been approved by the health officers as regards sanitation, ventilation and heating and amount of air space per occupant of the school.

Dallas, Tex. The old system of examinations has passed, but examinations are required at certain times in the grammar grades and the high school. In defense of examinations Joseph Morgan, principal of the high school, says: "Doing away with examinations and leaving promotion entirely to the 'judgment of the teacher' exposes that teacher to the criticism of every pupil who fails, and most likely to the ill-will of every interested relative of that pupil. And the more conscientious the teacher is the more liable she is to the criticism and ill-will. Moreover, it leaves with the teacher a responsibility that should rest largely upon a pupil of suitable age."



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